



...Louis Dumas  
(wearing beret)  
...on Chicago to  
...plane with 86  
...old Belgian fellow  
...ranger. M. Dumas  
...ed in French Under-  
...and Military Secret Service.

...ee article on page five.



# The American Teacher



1946

JANUARY

# Labor Notes

By MEYER HALUSHKA, Local 1

## Wagner-Taft Housing Bill Backed by AFL

A compromise general Housing Bill has been introduced in Congress by Senator Wagner, Democrat, and Senator Taft, Republican. The bill will make possible a huge construction program to meet the serious housing shortage and to provide millions of new jobs for the next 10 years.

The major features of the AFL's housing program are incorporated in this Act. To make home ownership possible for the "middle income" family group, a down payment of only 5% will be required. The period of amortization is extended to 32 years at interest rates not to exceed 4%.

Additional provisions will assure funds for slum clearance and urban redevelopment as well as low rent public housing projects to provide 500,000 additional homes. The bill will also make available aid to co-operative and mutual housing corporations.

## Truman Health Plan Backed by Labor

President Truman's message to Congress calling for a national health insurance program has been hailed by William Green as embodying the principles which the AFL has long espoused. He urges universal support of legislation to carry out the plan.

The specific recommendations made to Congress call for:

1. Federal grants in aid to states for construction of hospitals and related facilities.
2. Expansion of public health, maternal and child health services. (Approximately 40 million persons in the United States live in communities which still lack full time public health services.)
3. Increased medical education and research.
4. Prepayment of medical costs through a compulsory national health insurance system. (Patients would remain free to choose their doctors; and doctors would remain free to accept or reject patients.)
5. Protection against loss of wages from sickness and disability.

In most respects this plan is similar to the original Murray-Wagner-Dingell Bill, which was drafted by the American Federation of Labor.

The Physicians' Forum for the Study of Medical Care, composed of practicing doctors who are members of A.M.A., is urging adoption of this measure.

## AFL Radio Programs To Be Broadcast Weekly By Three Big Networks

The American Federation of Labor again will broadcast a weekly radio program over coast-to-coast networks during the entire year of 1946, President William Green announced.

The National Broadcasting Co., the Columbia Broadcasting System, and the American Broadcasting Co. have given assurances that they will make time available for the AFL to present its news and views on the air, just as they did this year.

During the first thirteen weeks of 1946, the AFL will take over the "America United" program which it initiated over NBC in 1945. This is a forum program in which the AFL, business and farm representatives discuss outstanding national issues with invited guests from the government. This program now originates at 1:15 p.m., Eastern time, on Sundays. There is a possibility that it may be enlarged to a half-hour period, instead of 15 minutes, next year.

The second 13 weeks on the air in 1946 will be furnished by CBS. The nature of this program has not yet been determined. Last year the AFL devoted these periods to a series of dramatized stories about the Seabees, the great majority of whom were recruited from AFL unions.

During the last half of 1946, the AFL will return to the "Labor-USA" program over ABC, where it is now winding up a series of 26 weekly editions of the American Federationist of the Air. These programs are broadcast from 6:45 to 7 p.m., Eastern time on Saturday evenings.

## Food Subsidies Needed

A survey made by Director John C. Collett of the Bureau of Economic Stabilization states that the ending of food subsidies will cause increases in retail ceiling prices of 10% to 40% in the price of at least 37 basic foods. Among the commodities affected are meats, bread, butter, milk, canned vegetables, cheese, and dried fruit.

The survey estimates that the na-

tion's food bill for 1946 will increase by more than two billion dollars.

The price of butter is already up 10% because of cancellation of one subsidy, but will rise another 40% when the remaining subsidy is lifted.

The present subsidy program expires June 30, 1946. So far no Congressional action has been initiated to extend the subsidy program after it expires. Price control, with all its limitations and its abuses, has curbed inflation.

An OPA price control exhibit held in Washington showed that an average food basket at the height of the post World War I inflation cost \$9.10. The same basket today costs only \$5.46.

When OPA removed price ceilings on citrus fruits, the price of oranges jumped from a ceiling price of \$5.86 a case to \$8.50. In Detroit oranges sold at \$1.00 a dozen.

It is not too late to reach Congressmen and urge continued safeguards against inflation.

## "Hire" Education

The National Industrial Information Committee, propaganda agency of the National Association of Manufacturers, announced that over one million dollars was spent on "informing the public" last year.

Highlighting the year's work was a 31-day trip by 20 leading newspaper men in a chartered airplane. Twenty industrial cities were visited. All expenses were paid by the N.A.M. The journalists sent stories to their own newspapers and press syndicates deploring that strikes and threats of strikes were retarding reconversion. (No mention was made of industry's "sit down" strike and refusal to start production and release of consumer goods so as to gain greater profits in 1946 through advantageous tax legislation.)

Few papers mentioned that the trip was under N.A.M. auspices.

The N.I.I.C. reaches millions through the radio, press, platform, and movies. The schools are special objects of N.A.M. attention.

Since 1940, more than 2,750,000 copies of the "You and Industry" booklets have been distributed to the high schools. Posters, pictures, films, and other educational materials are sent to both public and private secondary schools.

(Continued on page 39)

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## MORE NEW LOCALS!

**S**HORTLY before this issue went to press Mr. Hawbaker, field representative, organized four new locals in Louisiana. These are in the following communities: St. Landrey Parish, Evangeline Parish, Acadia Parish, and Livingston Parish.

The newest AFT local is No. 851, in Haverhill, Massachusetts. Within the last few months locals have been organized in the following places:

- 835—Princeton, Ind.
- 836—Roseville, Cal.
- 837—Steubenville, O.
- 838—Hazel Park, Mich.
- 839—Sloan, N.Y.
- 840—Evansville, Ind.
- 841—Battle Creek, Mich.
- 842—Boone City and County, Ia.
- 843—Utica, N.Y.
- 844—Union City, N.J.
- 845—St. Louis Park, Minn.
- 846—Bethlehem, Pa.

## Anti-Labor Bills Proposed

The flood of anti-labor bills in the House of Representatives is terrific, reports Selma Borchardt, AFT's Washington representative. She points out that the repealer of the Smith-Connally Act carries an amendment which would make it a criminal offense for labor unions to participate in any phase of any federal election. This proposed measure also provides that a union's violation of a no-strike clause in an agreement would suspend a union's bargaining rights for one year and would render the union civilly liable for the breach. In the first place, says Miss Borchardt, such a law would be unworkable; in the second place, it would cause unions to refrain from putting a non-strike clause in their contracts; in the third place, the question of whether or not there was a violation of the terms of the contract could in most cases be made a subject for judicial review.

While every responsible, honest trade unionist strongly opposes a union's violation of a contract, there is a serious question as to whether the problem can be met through legislation, says Miss Borchardt. Furthermore, if there were such a law, would not the unions demand that there be some provision for *penalizing an employer* who so changes working conditions during the life of a contract that in effect he alters or repudiates the contract?



## AFT Commission on Educational Reconstruction Meets in Washington

**T**HE AFT Commission on Educational Reconstruction met in Washington on Sunday, December 2. Those present were: Dr. George Counts, Dr. Roma Gans, Dr. John Childs, Miss Florence Thorne, Miss Selma Borchardt, and Mr. Irvin Kuenzli. Dr. Reeves, who had just returned from Italy, was unable to attend because of illness.

### Consultation with Mr. Dumas

Part of the day was devoted to consultation with Mr. Louis Dumas, executive officer of the French Teachers' Union, regarding educational, social, and political problems in France.

Mr. Dumas stated that a wave of moral revival is now sweeping France, affecting especially French youth and French education.

He said that French education, like American education, had come to recognize the nursery school as an important part of the educational system, not merely for releasing mothers for work, but for training and developing children during an important period in their lives. National security and national welfare begin in the nursery school and in the care of infants, said Mr. Dumas. He felt that children who come directly from homes without having had nursery school training miss an important part of their education.

Mr. Dumas pointed out that the tragic experience of occupation had greatly strengthened the French Teachers' Union, which, like the AFT, is affiliated with organized labor. Today

130,000 of the 150,000 teachers in the French public schools are members of the Union.

### Federal Aid

Miss Borchardt reported on the efforts of the sub-committee of the Senate Committee on Education and Labor to draft a federal aid bill. AFT representatives have been working to have as many as possible of the essential features of S.717 included in the sub-committee's bill.

### Nursery Schools

The Commission members were unanimous in the opinion that federal funds should be provided permanently to support nursery schools. The Lanham Act has been extended temporarily and time is now available to work for a permanent nursery school program. Dr. Counts aptly pointed out that we are passing from the emergency of war to the "emergency of peace" and that federal funds should not be discontinued merely because the war emergency has passed.

### Universal Military Training

It was felt that the position previously taken on universal military training by the Commission and the AFL expressed in a general way their present attitude. However, the international conferences and the atomic bomb developments have accentuated the need for further study of the problem. It was agreed that another meeting of the Commission should be held to consider this vital problem. This meeting will be reported in the next issue.

## Federal Aid—Recent Developments

Adapted from the Dec. 19, 1945 "Washington News Letter" prepared by Selma Borchardt, AFT Washington Representative.

**W**HEN, as reported previously, a subcommittee on Federal Aid was appointed by the Senate Committee on Education and Labor, it decided early in its deliberations to focus attention on the method of allocating funds among the states on the basis of need. Since the question was too complex for immediate solution, experts from the Office of Education and other federal agencies were called in.

Then the House Committee on Education began active, serious consideration of the federal aid question. Real progress was being made. Two major safeguards for which the AFL and the

AFT had long been working were definitely accepted by the House Committee:

1. That not less than 75% of the federal funds should be earmarked for teachers' salaries.
2. That the state and its political subdivisions should be required to maintain not only their total educational budget, but also salary schedules at least as high as their previous schedules, and use the federal funds to *supplement*, not *supplant*, state funds.

Deliberations were proceeding smoothly, when suddenly there was organized a Committee to Press for Federal Aid, led by two Representatives



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not on the Education Committee.

Rep. Ramspeck, the sponsor of the NEA federal aid bill, was advised by this new committee, it is said, to introduce a new bill containing the changes on which agreement had been reached, and to urge an immediate vote on the new compromise draft. (Rep. Ramspeck has proved himself through the years to be a friend of labor, a man big enough to change his position if the change would serve to do greater good to greater numbers. He was undoubtedly motivated by a sincere desire to get some action on federal aid before he left Congress.)

A number of the Committee members felt, however, that the time was not opportune for voting, since agreement on additional points might be reached if more time were taken.

One feature to which many objected was that the new bill limited the aid to two years. Some felt that this was a trick through which to get something else over, two years later; others called it subterfuge through which to get permanent aid through a so-called emergency program; still others asked, "How many more jokers are hidden in the bill?" Some disliked the new formula, although it really did tend to equalize.

Unfortunately a vote was pressed "just when we were really getting somewhere," as one member put it, and the proposal was voted down. None of "the usual lines" held in this test vote; some men who had previously opposed federal

aid voted *for* the motion; some who favor federal aid voted *against* this proposal.

It is unlikely that the House will do anything further on any House federal aid bill. Our only hope is that the Senate Committee will bring in a report which can be passed in the Senate without too much debate, and that the House Committee will then reopen consideration on the basis of the Senate bill.

At the moment, the prospect is none too bright. But at least two points have been gained on which to build for the next fight, since two of the major AFL-AFT principles have been accepted.

### Information on Evaluation of Superintendents Available

Last year the AFT Educational Policies Committee, in accordance with the recommendation adopted by the 1944 AFT convention, prepared a questionnaire for the evaluation of school superintendents. Copies of the questionnaire were sent to all locals and a considerable body of information has now been accumulated in the AFT office concerning the attitudes and qualifications of many superintendents throughout the country.

Information from these files is now available to central labor bodies and AFT locals when candidates for the superintendency are being considered.

## French Teachers and the Underground

As told by Louis Dumas, General Secretary of the International Federation of Teachers' Associations, to Irvin R. Kuenzli, AFT Secretary-Treasurer.

**W**HEN France fell in 1940 and Vichy came into power the teachers of France were labelled by Marshal Petain as Enemy No. 1. The satellites of Vichy immediately blamed the fall of France upon the fact that the teachers had inculcated in the French people a soft philosophy of democracy. One of the first acts of the Vichy regime was to remove from all public buildings the sign "Liberty, Equality, Fraternity" and to substitute the sign "Work, Family, and Country." The school children of France changed many of these signs to read "Work for Germany, Family Suffering for Germany, Country Betrayed to Germany." The Vichyites placed signs all over France reading "We Must Follow Petain." The children added the words "And Hang Him." The Vichy leaders felt that the children of France

had been corrupted by democratic ideals taught in the French schools. French teachers, therefore, were considered the most dangerous enemies of the Fascist doctrine and were among the first victims of the Nazi-Vichy oppression. The Vichyites realized that they must get control of the school system of France if the dictatorship were to succeed.

In the planning of the postwar world it should never be forgotten that the first step of the Nazis and the French collaborationists was to attempt to crush the freedom of the French teachers and to control the minds of the youth. But the French teachers refused to be regimented and the great majority of them answered the Vichy challenge by joining secretly with the underground. Most of my close friends who were leaders in the

French Union of Teachers paid with their lives for this service to France.

For many years before the war I had served as an official in the French Union of Teachers and as General Secretary of the International Federation of Teachers' Associations, which represented the teachers of thirty-four nations of Europe. Ironically this organization had as one of its chief objectives "world peace through education." The failure to attain this objective was probably due to the fact that the teachers of Germany and Italy were not affiliated with this international association—or rather because political conditions in Germany and Italy were such that the teachers could not be affiliated.

The Vichy traitors immediately directed their efforts against the French teachers. The French Union of Teachers was dissolved and an attempt was made to set up a collaborationist organization. It will long be recorded to the credit of the French teachers that only about two percent of their number could be pressured into the Vichy teachers' organization, and the attempt to form such an organization was a complete failure.

#### **Holding Secret Meetings**

When the French Union of Teachers was banned by Vichy and it became impossible to hold meetings openly, a system of secret meetings was established immediately. Book stores and centers where teaching materials could be secured were established. In these places leaders of the Federation could hold small secret meetings and pass along important information to other teachers, to the Maquis and to the French people.

My good friend and associate Georges Lapiere, who was general secretary of the French Union of Teachers, became a leader in the Maquis assigned to a hazardous section of northern France. After serving for several months in this capacity he was captured by the German police and together with six of his best friends thrown into the concentration camp at Dachau. There he died from starvation. The undersecretary and treasurer of the organization also were captured by the Germans and died at the Ravensbruck concentration camp. Such was the fate of nearly all of those who had been leaders in the teachers' organizations in France, Poland, Holland and the other countries conquered by the Nazis. I escaped only by the grace of God and the fact that I had fled to southern France with the records and financial books of the French Union

of Teachers and the International Federation of Teachers' Associations. I am thankful that my life was spared so I could assist in preparing the people of France for the great day when the invader would be driven out and France would again be free.

#### **Working with the Secret Service**

When France was compelled to surrender in June, 1940 I was serving as a captain of artillery in the French Army. As soon as arrangements could be made I left the Army and fled to the Mediterranean coast with the vital records and documents which had to be protected at any cost. It was possible for me to carry out this important mission successfully because I had served as a national inspector of apprenticeship schools and had friends in all parts of France and in all parts of the educational system. As a former Army officer in both World War I and World War II, as an executive officer of the international teachers' organization, and as a national officer for many years in the French Union of Teachers, I was in an especially strategic position to assist in the underground war against the Nazis. I became a member of a special secret service of the resistance, the members of which operated individually and were sworn to such secrecy that none of the members knew who the other members were. When liberation came a dinner was held for the members in the village in which I was living and for the first time we learned who the other members were. I was amazed to learn that a friend of mine who was a doctor was treasurer of the organization. We served without pay in order to secure men who were beyond selling their souls for a salary. Among professional spies there are always those who will sell their information to the nation which will pay the highest price. Under the occupation everything was for sale at a price—even freedom.

#### **Aiding the Resistance Movement**

I shall attempt to describe some of the numerous services performed by teachers in connection with the resistance movement against the invader. These French school teachers going quietly about their teaching duties—and apparently offering no resistance to the Nazis—were among the most powerful influences in support of freedom within France during the period of occupation.

One of my own sons, for instance, was a teacher in a village in Normandy. Beneath the schoolroom, which adjoined the town hall, was

a space of about four feet between the floor and the ground. Here sufficient ground had been excavated to make a small room in which Allied aviators who had fallen behind the lines could be hidden until they could be taken back to their lines by the underground. Entrance was gained through a hole in the floor beneath a large stove. Another son was a very active member of the Maquis, dynamiting German tanks, stealing German arms at night, and rescuing air men who were forced down behind the lines. He used the secret room beneath his brother's schoolroom to conceal captured German weapons as well as personnel of the flying forces of the Allies. Some twenty men had passed through this secret chamber beneath the schoolroom when the Nazis came to arrest my son, the teacher. When he protested that he was not the one who was active in the Maquis, the Nazi police declared "But we cannot find your brother so we are taking you." He was thrown into the concentration camp not because the Nazis had discovered his activities in the underground but as a punishment for the activities of his brother. When liberation came he returned after many months of suffering in

the concentration camp, broken in health and in spirit. Today he is gradually recovering from the effects of those many months of confinement.

My teacher son, his wife and their young maid were all members of the Maquis. Before they were betrayed to the police the son had authority, as a teacher, to issue food ration cards and identity cards. One day a group of the Maquis came to the house and asked when my son would not be at home at night. Having determined this fact the group appeared in my son's absence, bound the wife and maid to chairs and stole all of the blank ration and identity cards which had already been signed by the Nazi authorities. When my son came home he found the great "tragedy" which had taken place and immediately reported it to the mayor of the village. The mayor appeared on the scene greatly excited about the "crime" and made a thorough investigation. Then he called my son into a room, closed the door, and laughed and said: "Well, I guess this isn't too serious, is it?" This faked robbery was typical of the machinations by which the Maquis outwitted the Nazis.

One of my close friends, a journalist, well



ACME PHOTO

#### HELPING TO ESTABLISH FRIENDLY INTERNATIONAL RELATIONS

These French youngsters in their classroom at St. Victoret, near Marseille, are learning English. Their instructor is an American corporal who speaks French. A number of French-speaking GIs have volunteered as instructors for such classes, in the hope that they may thus help to build better understanding between American soldiers and French civilians.



known in educational circles in France, and a son of a college professor under whom I studied, became a leader in the Maquis and was sought by the Nazi police. It was his duty to travel between London and Paris with information for the Maquis. A plane which was to carry him and a group of friends failed to arrive and he was advised to escape by boat. After the small boat was launched it was dashed upon the rocks and one member of the party was badly injured. My friend stayed to assist the wounded man while the others escaped and both he and the disabled man were picked up by the Nazis. The Nazi police did not recognize the importance of their "catch" and sent my friend and the wounded companion back to Paris. There the Nazi police identified my friend as a leader of the Maquis and proceeded to torture him in order to learn the secrets of the underground. Fearing that the torture would be beyond human endurance, and that, against his will, he might reveal secret information which would condemn his fellow countrymen, he took his own life by jumping from a balcony. Exemplified in the life of this great patriot is the very antithesis of the Nazi philosophy, the spirit of brotherly love upon which the world of peace must be built. He was captured because he refused to leave a wounded friend. He took his own life lest he be compelled by inhuman torture to reveal facts which would endanger his friends and jeopardize the underground fight for the freedom of France.

#### **Concealing Food, Possessions, and Records**

The Nazi troopers and police stole everything of value they could find but the French were adept at concealing many things. I had a small automobile of about five horsepower, about the size of an American Austin. This car, together with a drum of gasoline, I covered with a brush heap and it remained thus hidden until liberation came. As an active worker in the underground I had the car and the gasoline in case it became necessary to flee suddenly.

Olive oil was precious and both the Nazi and Vichy police searched for it with thorough scrutiny. However, I was able to conceal a jar of it under a pile of rocks and sod and siphoned it out with a tube as needed. Caves in the country well known to the peasants but unknown to the Nazis served as hiding places for food and other possessions. Old wells were partly filled with articles and false bottoms were built to conceal them.



One of my greatest responsibilities was to conceal the papers and documents of the International Federation of Teachers' Associations. Included among these papers was a list of leaders in the French Union of Teachers. Most of these teachers were *wanted* by the Nazi and Vichy police. There were also financial records of huge sums of money which had been collected for the relief of suffering teachers in Europe. It was of vital importance to postwar education in Europe that these documents be preserved. Around the garden of my small farm on the Mediterranean to which I had "retired" during the Nazi occupation was a stone wall constructed skillfully without mortar. I placed the most precious of the documents in a piece of stove pipe, carefully removed some of the stones from the garden wall, inserted the stove pipe and replaced the stones with such care that I myself had trouble finding the papers when liberation came.

One of my most dangerous duties was that of preparing propaganda leaflets against the Nazis to keep up the courage of our people and to weaken the morale of the German troops. To make my papers more difficult to identify I used a typewriter made in Switzerland. Materials written on French machines were more easily traced by the secret service of Vichy.

#### **Undermining German Morale**

Some of our propaganda was distributed among the Nazi troops by disloyal soldiers in the German Army. We prepared pamphlets describing the hopelessness of the German cause and of the pitiful status of the Nazi troops pressed from the south and from the north. The morale of the German troops was surprisingly low and many were thoroughly discouraged with their fate.

One day when the Allied planes were giving our village a bombing which, though terrible, was *beautiful* to us, two Nazi soldiers were cringing against the side of my farm cottage. I told them facetiously they had better move because that would be a dangerous spot if the house fell down. One said, "What is the difference whether it is

now or some other time?" Then he pulled off the cap from his companion's head and said: "How old do you think this man is?" I said: "I would say about forty." "He is just past thirty," the Nazi trooper said, "and he has already lost ten years of his life. What is our future?" It was this spirit among many of the German soldiers which made it possible for us to propagandize them. When things began to go against the Nazis they were, indeed, a sorry lot.

Many of the Vichy troops were half-hearted or disloyal to the Vichy cause. In one instance a detachment of Vichy soldiers had been billeted in a large castle. A group of the Maquis approached the guards and declared that they had orders to take all of the rifles from the arsenal of the detachment. The guards consulted the officers of the guard, who, in turn, consulted headquarters, only to find that no such order had been issued. The guards refused to surrender the arms. A few nights later the men from the Maquis returned, attacked the guards, who put up only a show of resistance, and captured all of the weapons of the detachment.

#### **Distributing Underground Pamphlets**

One of the most hazardous tasks of the underground was that of carrying the underground pamphlets from station to station for distribution. This work was vital because there was no other way in which French citizens could be informed of events and kept alerted for the invasion. A large part of this dangerous work was done by teachers who were in a strategic position in the communities to contact members of the Maquis.

For many years it has been the custom in France for the village teacher to serve as the clerk of the town hall. Often there is a school for boys on one side of the town hall building and a school for girls on the other side, with residence quarters for the teachers in between. In this section is a special mail box to which only the teacher, as town clerk, has access. The mail boxes of the teachers were generally respected and unmolested by the Nazi police for some strange reason—perhaps because of an old German respect for authority. These special mail boxes served as convenient places for exchanging secret information for the Maquis. For this reason even teachers in small villages were constantly faced with discovery, arrest and the concentration camp.

Teachers also performed an important service in receiving and delivering radio messages. Radios were strictly forbidden in French homes but permitted in schoolrooms. Teachers in local communities were able to pick up messages from England or from the underground and report the information to the Maquis. These messages were in code. For instance, the voice on the radio might say: "The goat has two eyes. I repeat the goat has two eyes. Again I repeat the goat has two eyes." Such a message might mean that a British plane would arrive in three days to pick up two pilots in a French village. The Maquis would then arrange lights to indicate a place for the plane to land.

#### **Issuing False Food and Travel Cards to the Maquis**

As town clerks teachers were trusted with the duties of issuing food rationing cards and travel permit cards which authorized persons to travel from one district to another. The teachers were able, therefore, to issue food cards to the Maquis, to prepare travel cards for them, and—in case they were exposed—to issue false names for them. The teachers were able also to divert food from the school lunch rooms for the service of the Maquis.

When the teachers refused to join the Vichy collaborationist organization the younger teachers were placed on the list for labor service in Germany. Only a few of them, however, were taken for this service because they were given false identification cards or travel cards with which they could escape.

Teachers in local communities also rendered valuable service in assisting to hide parachute troopers who came in at night. When a French farmer found a parachute trooper hiding on his farm he reported this fact to the local teacher, who, in turn, notified the Maquis. These parachute troopers drilled citizen armies behind the lines in preparation for invasion.

#### **Preparing for Invasion**

One of the most important tasks we had to perform behind the lines was that of preparing for invasion. We took innocent pictures of the French cottages, revealing important military information. There were many by-roads—some little more than paths—which were not charted on the Nazi military maps. These we charted and tested with agricultural tractors to deter-

mine which were safe for tanks. This information we smuggled to the Allies.

Allied artillery officers needed badly a book describing the dimension, trajectory, and fire power of a certain German field gun. Having served as an artillery officer I undertook the task of securing a copy of this book and getting it to the army. This I accomplished by stealing the valuable book from a stalled German truck and concealing it under a bag of grass I had cut for the rabbits on my small farm.

One of the most damaging activities against the Nazis was that of cutting the wire of their communication lines. This, too, was dangerous work and lengths of wire cut from the lines were carried far away and concealed in remote places so reprisals would not be carried out against peasants on whose land the wire was found. I, personally, know where sufficient wire is hidden to wire a whole house for electricity. This constant disruption of Nazi communication lines was very distressing to the German military machine.

The French people were without adequate food during Nazi occupation and at times and in places actual starvation seemed imminent. Bread was the principal food but for one period of a whole month we, in Southern France, were with-

out bread. During this period we were forced to dig up the potatoes we had planted for seed and use them for food. Sometimes we received packages of food from friends living in sections where the food shortage was not so acute, and these packages were shared with our neighbors. The postman who went from house to house would whisper the word when someone received a package and this person would then have "callers." As a teacher I was often called upon by French farmers to assist in making out the numerous government reports which were required. For this service I often received a little food—sometimes even an egg.

Perhaps my closest call to being discovered and arrested came when I became ill and called a doctor who turned out to be a Vichy spy. He not only examined *me* carefully but inspected *my cottage* thoroughly. Then he reported me to the mayor, who was a halfhearted Vichy official, a retired seaman who had no keen desire to turn me over to the Nazi police. Had this local official been an enthusiastic Vichyite instead of a petty opportunist willing to serve anyone who offered employment to a retired seaman, it is probable I would have shared the fate of my friends.

## Army Instruction in the Three R's

By **PAUL WITTY, Professor of Education, Northwestern University**

Since Dr. Witty spent two years in the Army directing the training program for illiterates and non-English-speaking men, there is no one better qualified to discuss this subject.

**T**HE urgent need for efficiently trained men for the Armed Forces provided an unusual opportunity to test the value of educational procedures which had been developed during several decades of experimentation. Perhaps the most unusual test was offered in the Army's training program for illiterate inductees. Special training Units were organized to give these men the academic proficiencies required in effective Army service. In these units the men participated in an educational program characterized by (a) definite objectives, (b) careful study and proper classification of individuals, (c) use of functional methods and materials of instruction, (d) small-sized classes, (e) abundant use of carefully developed visual aids, (f) high motive and interest, (g) hygienic conditions insuring a sense of security, comfort, and general well-being, and (h)

thoroughly trained, enthusiastic instructors.

Under these conditions, the men made very rapid and consistent progress. In fact, the typical illiterate was able to acquire the basic academic skills needed in Army life in eight weeks' time. Statistics show that more than 90 per cent of the men succeeded in reaching acceptable standards of accomplishment.

### The Functional Approach

The success of this program may be attributed in part to the methods and instructional materials employed. Both materials and methods were functional. Accordingly, all subject matter was presented in the form in which it would be most readily and most frequently used. The *Army Reader* and the *Army Arithmetic*, textbooks for developing basic skills, dealt with life in camp: taking care of the barracks, making purchases at



the PX, keeping a budget, and so forth. Film strips and other visual aids provided additional functionally-useful information; for example, they showed the men how a uniform should be worn, when and how to salute, what to do in the case of air or chemical attack, and how to fire a rifle. Film strips were used also to present the simple sight and speaking vocabulary which the men used frequently in camp. The film strip, *The Story of Private Pete*, introduced the most frequently used nouns, while another film strip, *Introduction to Language*, presented verbs and prepositions. These film strips served a readiness function, supplying the soldier with the basic stock of sight words he needed to begin his work in the *Army Reader*. Mastery of them assured him success from the start.

Supplementary reading materials offered additional reading experience of direct usefulness. For example, one bulletin—*Your Job in the Army*—described the various kinds of jobs the men might enter when they completed basic training. A monthly magazine, *Our War*, and a weekly *News-map* (special edition for these men) contained additional information; these periodicals told about the progress of the war and its background. Both periodicals were profusely illustrated with pictures, charts, maps, and diagrams which aroused interest and fostered understanding. Among the most interesting items in *Our War* was a cartoon strip about *Private Pete* and his friend, *Daffy*. All supplementary materials were written in very simple English. Their average difficulty was about that of the typical third or fourth-grade book.

In Special Training Units all academic work was related closely. Moreover, the teacher of the academic work was the teacher of military subjects. According to the Mobilization Training Program for these units, three or four hours per day were given over to reading, writing, and arithmetic. Four or five additional hours were devoted daily to military training. The military subjects were presented with the same concern for clear communication that characterized efforts in teaching the three R's. Specialized vocabularies were studied in subjects such as sanitation and hygiene, and military discipline and courtesy. Clarity was enhanced through the use of other appropriate visual aids; e.g., films and graphic portfolios. Even on the drill field, attention was directed to the proper giving and timing of commands to insure understanding. Thus the acquisition of language skills was at all

times a living, vital concern.

The maximum effectiveness of the instructional materials was assured by using them in classes which seldom exceeded eighteen in size. The average class contained twelve to fifteen men.

### The Role of the Teacher

The teachers in Special Training Units were enlisted men (during most of the period of the war). Very few had specific training or experience in teaching adult illiterates, although most of them had professional experience or training. Troop schools and training conferences were held to prepare these teachers more adequately for this work.

Perhaps the most important contribution of the teachers was found in the attitude they brought to their work. They emphasized success and steady progress; they expected every man to learn effectively and rapidly. This attitude spread to the students, who came to believe in their ability to learn. Thus, the cycle began and continued; success brought confidence, and confidence brought success.

Two other factors certainly contributed to the success of the program as well as to the mental health of the men. The Special Training Unit offered many of these men a better environment from the standpoint of physical hygiene than they had ever known; and the opportunities for learning permitted them to make steady progress and experience the satisfactions that accompany successful effort.

### Some Suggestions for Education

1. The amazing efficiency of Army education has demonstrated the value of formulating specific goals and objectives. In every educational enterprise, aims were clearly defined. In some cases, these objectives were rather narrowly conceived, while in others, they were much more comprehensive. They extended from the descriptions of the skills needed to perform certain specialized jobs to the broader purposes sought in the comprehensive educational program for illiterate and non-English-speaking men which has just been described. Even in this case, the Army concentrated on "literacy for Army life and the attainment of fourth grade academic skills."

2. The Army utilized "functional" materials and methods of instruction. These materials grew out of the direct experience of the men, and were designed to parallel their needs whenever possible. Methods of instruction also followed the men's needs and experience closely, thus enabling them

to use and test their acquisitions of skills and knowledge through practical and varied application.

3. In the Army, tests were employed to classify men according to their ability or aptitude. The widespread use of objective tests made it possible to place men effectively, to check programs periodically, and to provide guidance at appropriate intervals. And tests were also employed in many types of training to ascertain the soldier's readiness for assignment to a specific job or his need for further training.

4. Teacher education in the Army was a continuous process through which officers and enlisted men were kept abreast of new developments and were offered stimulation to make the most of their opportunities.

5. Interest and motive were very high in many types of Army work. These motives were fully taken into account in the construction of instructional materials.

6. For many soldiers, Army life provided conditions conducive to physical and mental health; the men experienced a well-ordered, purposeful kind of life; they enjoyed the personal satisfaction attending success in their work; and many of them gained the approval of their friends and relatives for their particular participation in an essential endeavor. These important factors in the success of Army educational programs have received too little recognition.

7. Another important factor in the success of Army instruction has also been insufficiently recognized. In most types of Army training, the soldiers came to appreciate the significance and value of their study; they understood why certain types of knowledge had to be mastered; and they were led to know when and how their new acquisitions were to be used. In addition, many of the men were dominated by patriotic ideals which caused them to intensify their efforts and apply themselves with unparalleled vigor to the tasks at hand. In any fair evaluation of the factors contributing to the success of Army instruction, these items should be given a high ranking.\*

8. One of the most significant features of special training was the similarity in the attainment of native white, non-English-speaking men, and Negro recruits. Thousands of Negroes were given in the Army's Special Training Units "their first real opportunity to learn to read." Concerning

their educational accomplishment, General Trudeau writes: "The data have been so uniform, over an extended period of time, and so universal in their application to different sections of the country, that it is possible to draw certain conclusions. . . . Given a learning situation in preliminary literacy instruction, which is comparable, Negroes do about as well as whites. . . . If Negroes can show satisfactory accomplishment and adjustment in the Army, . . . it is reasonable to suppose that they could do likewise in the postwar world, given similar conditions."\*\* So, too, may one assume that the other tens of thousands of illiterate men who have been given their first real educational opportunity in the Army could make a similarly commendable showing if they were offered an opportunity to continue their education under similar conditions.\*\*\*

9. The outstanding results secured in Special Training Units suggest that illiteracy need not continue to be a great social problem in America. To solve this problem, however, social-minded citizens will have to make a vigorous and determined effort to bring about some essential changes in educational opportunity and practice. The problem that lies ahead is one of devising an educational scheme comprehensive enough to serve every boy and girl in America. This is of course the first move in equalizing educational opportunity. The second implies the development of curricula which are designed to equip boys and girls for intelligent citizenship. A necessary correlate to this basic program is the provision of educational opportunities for all "under-educated American adults." This includes not only the returning veterans but also all other men and women who are functionally illiterate. It may be said that such a program will prove costly. It is well to recall that ignorance, delinquency, and unrest are associated with lack of education and social inequality. Education is of course not a panacea for all ills, but it offers an important guarantee against chaos and destruction in a world where the cultivation of values and the control of scientific inventions and discoveries are imperative for survival.

\*\*Trudeau, Arthur G. "Army Experience and Problems of Negro Education," *Education for Victory*, Vol. 3, No. 21, Washington, D.C., April 20, 1945, p. 14.

\*\*\*Cf. Witty, Paul and Goldberg, Samuel, "The Army's Training Program for Illiterate Non-English-speaking and Educationally Retarded Men," *The Elementary English Review*, December, 1943; Witty and Goldberg, "The Use of Visual Aids in the Army," *Journal of Educational Psychology*, February, 1944. See also Paul Witty and Golda VanBuskirk, "Beam in the Eye," *Childhood Education*, October, 1944, and "The Soldier Learns to Read," *The National Parent Teacher*, February, 1944.

\*See Witty, Paul, "Education for G.I. Joe," *Progressive Education*, November, 1945, and "Implications of Army Education Programs," *Elementary English Review*, November, 1945.

# Freedom from Ignorance Through UNESCO

By MARK STARR

Mark Starr, a member of AFT Local 189 and formerly an AFT vice-president, was sent to the recent London conference as one of the ten United States advisers. Mr. Starr is educational director of the International Ladies' Garment Workers' Union and is well known also for his many articles dealing with labor and education.

**W**ITHOUT a dissenting vote, delegates from 44 countries, after three weeks of conference in London at the invitation of the British Government, adopted on November 16, 1945, the Constitution of the United Nations Educational, Scientific and Cultural Organization (UNESCO). This organization was set up under the charter drafted by the United Nations Organization at San Francisco. It is intended to raise cultural levels and to provide an international basis for educational progress. It hopes to be as useful in the field of educational standards as the International Labor Organization (ILO) has been in the matter of labor standards and, additionally, to make a positive contribution to world citizenship by wiping away the mutual ignorance and nationalist prejudice which have contributed to wars in the past.

In the preamble, prepared by a committee headed by Archibald MacLeish, the Constitution warns that peace will fail unless it is founded upon "the intellectual and moral solidarity of mankind." The Constitution will come into force when 20 nations have accepted it. It provides for a general conference composed of five delegates from each nation selected after consultation with cultural and educational groups in each country. There will be an 18-man executive board and a secretariat, and each country will have one vote.

While Soviet Russia was absent from the conference, it is expected that she with all other members of the United Nations Organization will become a member of UNESCO. The seat of the new organization will be in Paris and a provisional committee has been established to serve until the organization is made up of duly nominated delegates.

Archibald MacLeish was the chairman of the United States delegation, which included: William Benton, Assistant Secretary of State; Arthur H. Compton, chancellor of Washington University, St. Louis; Harlow Shapley, director of Harvard College Observatory; Representative Chester E. Mellow, New Hampshire; Senator James E. Murray, Montana; George Stoddard, president of the University of Illinois; and C.

Mildred Thompson, Dean of Vassar College.

Throughout the meeting the conference worked in five commissions, on each of which there was a delegate from each participating country who might be accompanied by advisers.

Among the advisers was Sir Frederick Mander, general secretary of the National Union of Teachers of England. He sent warm greetings to the AFT and reported that the N.U.T. is in very good shape, with over 80% of the teachers organized and with wage standards higher than they have ever been before.

Adult education, including workers' education and union projects and activities, was given full recognition in the plans already made for activity by UNESCO.

The founding of UNESCO is in accord with the resolution passed by the AFL at its Boston Convention in 1943, when the principle of an International Office of Education was endorsed. The report of the Executive Council, presented to the New Orleans convention of 1944, reaffirmed the previous action and expressed the hope that the new world educational organization would give a definite recognition to the role of free teacher organization.

\* \* \*

**[EDITOR'S NOTE: See page 40, the back cover, for the "Preamble to the Constitution of the United States Educational, Scientific and Cultural Organization."**

**See pages 20 and 21 for a chart showing the structure of the United Nations Organization.]**

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### GERMAN POW'S STUDY DEMOCRACY

In an effort to prepare for the future in Germany, German prisoners of war at Fort Benning, Ga., used some of their earnings as POW's to buy textbooks on American history, politics, civics, and economics. English speaking prisoners, after studying the books, prepared courses of study which they presented to the other POW's. After each lecture a written examination was given. Nearly all prisoners at the camp responded to the studies.

# Science and the Atomic Bomb

By BERNARD T. FELD

The Association of Los Alamos Scientists

In order to work on the atomic bomb projects, Bernard T. Feld has been on leave from the Massachusetts Institute of Technology, where he is an instructor in the Physics Department. In August 1941 he started to work at the Columbia University Uranium Project and remained there until April 1942, when he transferred to the Metallurgical Laboratory at the University of Chicago. Before going to the Los Alamos Laboratory in New Mexico, where he is at present, Mr. Feld worked also at the Clinton Laboratories in Oak Ridge, Tennessee.

ON August 6, 1945, President Truman dramatically announced to the world that a new type of bomb had been dropped on the Japanese city of Hiroshima. The tremendous energy of this bomb was derived from the splitting, or fission, of the nucleus of the uranium atom; at last the energy contained in the nucleus of the atom had been released on a practical—for the Japanese, all too practical—scale. For days an astonished world eagerly awaited more details, facts to help understand this new development. Even the Japanese, whose knowledge of the destruction wrought by the atomic bomb was firsthand, seemed dazed and uncomprehending before this terrible weapon that had been used against them. Slowly the news became more complete, more specific. A thriving city of about 300,000 inhabitants had been effectively wiped out; a large part of its population had been annihilated with one short and ruthless stroke. Then the War Department released its official story of the development of the atomic bomb, *Atomic Energy for Military Purposes*, by Henry D. Smyth. New terms, a new language, were suddenly introduced into American life. Fission, neutron, proton, radioactivity, nucleus, electron—these terms were on everyone's tongue and in every man's mind. It suddenly became important for all people to acquaint themselves with the terms and the ideas of nuclear physics. A new age had been announced, and people needed and wanted to become educated, to understand the facts upon which this new age is based and the implications which it holds for the future of mankind.

The fundamental facts, upon which the bomb is based, have been known to science for some time. The story begins at the end of the last century, with the discovery by a French physicist, Henri Becquerel, of the natural radioactivity of uranium ores. Extensive research by many physicists and chemists (foremost among whom

were the Curies in France, Lord Rutherford in England, and Niels Bohr in Denmark) led to the isolation of the chemical elements responsible for the phenomenon of radioactivity and eventually to an understanding of the structure of the atom.

We now know the atom to consist of a small, massive, central core, called the nucleus, surrounded by rings of very light particles, known as electrons. The nucleus contains most of the weight of the atom and is positively charged; the positive electric charge of the nucleus is exactly balanced by the negative charge of its planetary electrons. Some of the heavier nuclei, like radium or uranium, are unstable and occasionally spontaneously throw out smaller particles. These "spewing-out" processes are accompanied by the release of large quantities of energy. This is the phenomenon of radioactivity.

The first thirty years of this century saw great advances in our understanding of the atom. The discovery and the development of quantum mechanics led to a concrete picture of the structure of the atom and to a comprehension of ordinary chemical phenomena. In the meantime, the energetic particles emitted in radioactivity were being utilized in experiments aimed at an understanding of the nucleus of the atom. It was discovered that many nuclei could be disintegrated by bombarding them with these particles, which enter the nucleus and cause it to become unstable; the unstable nucleus then emits other particles.

In 1932 came the discovery of the neutron by the English physicist, James Chadwick. The neutron is a particle of about the same weight as the proton—the nucleus of the simplest atom, hydrogen; it differs from the proton in having no electrical charge. This property of being electrically neutral enables the neutron to approach close to and to enter into the nucleus of most atoms, while positive particles—the particles emitted in natural radioactivity—will ordinarily be repelled by

the positive charge of the nucleus. When a neutron enters the nucleus, the nucleus usually becomes radioactive. Thus, in the thirties, many physicists—foremost among them the Italian physicist, Enrico Fermi—bombarded many elements with neutrons and, in studies of the “artificial radioactivity” thus produced, learned much about the properties of nuclei. In addition, machines were invented which could give positively charged particles sufficient energy to penetrate through the barrier set up by the positive charge of the nucleus. Among the most important of these machines were the cyclotron—invented by E. O. Lawrence—and the electrostatic generator, a device which speeds up charged particles by applying strong electric fields to them. Through the use of these machines and through the use of neutrons the properties of nuclei were extensively investigated.

At the end of 1938, two Germans—Hahn and Strassman—discovered fission. It was found that when the element uranium is bombarded by slow neutrons a process occurs which is accompanied by the release of very large amounts of energy. This process involves the splitting of the uranium nucleus into two almost-equal parts (hence the name fission).

In the feverish, world-wide experimentation which followed upon this discovery, a number of important facts were revealed. It was found that only one species (or isotope) of uranium is responsible for the phenomenon of fission. This isotope—uranium 235—is contained in ordinary uranium in a concentration of one part in 140. It was also found that the abundant isotope—uranium 238—absorbs slow neutrons without undergoing fission. Instead, the absorption of slow neutrons by uranium 238 leads, through a chain of radioactivity, to the creation of a new element, plutonium. It was also discovered that uranium 235, on undergoing fission, emits a number of neutrons. The significance of this last fact was immediately recognized by scientists all over the world; it meant that if the neutrons emitted in fission could somehow be persuaded to cause more fissions, and if the chain of fissions could thus be perpetuated, large amounts of uranium could be disintegrated and tremendous amounts of energy could be released. If this energy, the energy contained in the uranium nucleus, could be released in a sufficiently short time, the resulting explosion would be very many times more powerful than that which could be achieved by the most powerful chemical explosives known to

man. The facts outlined above, and many more, were known to scientists all over the world by the time that wartime secrecy was placed over all work on uranium fission; scientists in many countries were working to produce a chain reaction in uranium.

Of the combined Anglo-Canadian-American effort which ultimately led to the atomic bomb, much has still not been revealed. Many of the interesting facts and exciting discoveries can be, and have been, told. Physicists at the University of California and Columbia University learned how to separate the rare uranium 235 isotope from the large bulk of ordinary uranium; their methods were applied on an unprecedented scale in large plants at Oak Ridge, Tennessee. It was soon discovered that the new element, plutonium, has properties very similar to those of uranium 235; that it undergoes fission when bombarded by slow neutrons. Methods were worked out at the University of Chicago and applied in a plant at Hanford, Washington, for the large scale production of this new element. (In the excitement caused by the bomb, the startling fact that a new element, not normally found in nature, has been produced—not only produced, but produced in large quantities, of the order of pounds—this awe-inspiring fact seems somehow to have passed almost unnoticed.)

Many other important facts were discovered; a great deal of experimental work went into these discoveries. The work of the project culminated in the first nuclear explosion, on the morning of July 16, 1945, in the middle of a desert in southern New Mexico. For those of us who witnessed this never-to-be-forgotten event, there can be no doubt about the enormous importance of our development. To have seen, at a distance of ten miles, the skies light up with a brightness greater than that of many suns; to have felt, at this distance, the shock of the explosion and to have heard its thundering expression; to have observed a large expanse of green, glassy, molten earth where there was previously desert sand and desert yucca; to realize that a large towering mass of steel had been completely vaporized by the heat of the explosion—for us, the results of Hiroshima and Nagasaki did not come as a surprise.

The effects of the gigantic scientific and industrial effort known as the “Manhattan Engineering District Project” have not all been destructive. We have learned how to control the



release of nuclear energy, how to use it as a source of power. We have seen that we can produce in a chain reaction radioactive by-products which can benefit humanity in medicine, in science, and in technology. We have realized that, if skilfully utilized, the release of nuclear energy could lead to great advances in human civilization.

But the atomic bomb poses serious questions which must be answered by all men. Can mankind survive a war in which atomic bombs are employed by all parties? If not, how can we best be sure that nuclear explosives will never again

be used? How can we guarantee the benefits of the release of nuclear energy to all mankind? These questions, and many others, must be answered—and answered satisfactorily. As scientists who are responsible for the development of the atomic bomb, as citizens, and as men, we feel a grave responsibility to society; we must bring these problems to the attention of the world, and we must use our knowledge to help arrive at satisfactory answers. Upon the ability of all men of all nations to work together in finding a solution to these problems, the future of our civilization depends.

## Education—Defense Against Atomic Bombs

By AARON NOVICK

of

The Association of Los Alamos Scientists

For more than two years Aaron Novick worked on the atomic bomb project at the Metallurgical Laboratory of the University of Chicago. From May 1945 to the present he has been at the Los Alamos Laboratory in New Mexico.

**N**O longer can the scientist find seclusion in his laboratories or his books, for the atomic bomb has made him realize that he is a part of the political world. The current realization of the necessity of scientific advice for the creation of a world secure against extremely destructive wars presents the idea that skilled assistance is important in other aspects of our social organization. The increasing complexity of our culture dictates increasing responsibility for all academic persons.

Changes that force us to accept nuclear bombs and perhaps even more frightful weapons of war require a technical knowledge not often possessed by those who form our national policy. The time has come to censure severely those who ridicule the learned man's understanding of social and political problems. This does not mean that we must establish a dictatorship of the experts in scientific and social problems. But a democratic solution to be successful demands an increased enlightenment for the masses of people who ultimately determine social directions.

This education must be two-fold in character. People must be taught some of the technical aspects of scientific influences such as the fission bomb if they are to understand the limitations placed on the social structure by these developments. Secondly, citizens in the modern world

must have an intelligent and unprejudiced understanding of the social organization if they are to solve successfully the problems confronting society. The need for such education is, of course, not new, but the grave threat to the world implicit in the use of atomic bombs makes it imperative that these needs be met.

For these reasons it is not alone the scientists who face profound social responsibilities. All who are connected with the education of society are committed to greater concern in the problems facing us now and in those we are yet to see.

Many scientists have already begun to contribute their special knowledge to the education of society in the nature of the new weapon. Before the use of the bomb, while rigid secrecy was maintained, most scientists expressed serious concern over the implications of the new device, but could take no public action. Immediately after the partial relaxation of secrecy on the "Manhattan District Project," the scientists in such key places as Oak Ridge, Los Alamos, Chicago, New York and elsewhere quickly formed organizations so that their views would be heard by the world. Very few of these men had ever been heard outside the classroom or laboratory. Now, of their own initiative they have gone to Washington to explain the technical and social implications of the bomb to our representatives. Press releases, magazine articles, radio talks and

other means of public education are being employed.

Unfortunately, the scientists are few in number and the time is short. This country and others as well must appreciate the tremendous power of the new weapon, and become adult to be safe with it. The wars of the world's childhood cannot be tolerated in its maturity. The reality of this coming of age becomes strikingly clear when we realize that we cannot reduce the destructive power of an atomic bomb by agreements of the type employed on the international level in our earlier years. There is no alternative; we must accept the responsibilities of adulthood, and we must do so quickly.

We must realize that now that the bomb exists people not in possession of it cannot be expected to rely on our benevolence for their security. Moreover, the scientists who have developed the bomb state that other countries will probably have bombs of their own in several years. Hence, our monopoly will provide perhaps two years of security from the threat of atomic bomb attack. Nevertheless, we cannot wait two years to solve the problems posed by the bomb. Our failure to appreciate the viewpoint of other countries now will, no doubt, increase the mistrust, which already appears as the principal barrier between us and a secure world peace.

Not only must this new mistrust not be allowed to develop, but we must immediately attempt to remove the present lack of understanding and prejudice. It is for all who influence the common understanding to help remove these barriers. Educators in particular must quickly accept increased responsibility for the public mind. There is an urgent need for much more thought and action than have been employed heretofore. It is frequently said that all will be well when mistrust and prejudice are eliminated. But much less frequently is direct action taken to destroy them. The little time left to save ourselves from annihilation or a neurosis-producing insecurity demands great courage in education.

There is all too much reaction against increased knowledge for mankind. The wishful cry for a moratorium on science has even been heard. Such thoughts remind one of the attempts to cure unemployment by the destruction of machinery during the industrial revolution. These ideas, though quite ridiculous, are still with us. The present problems are too critical to sanction such suggestions. Reaction is a luxury we cannot

now afford.

Many polemics have been written as to whether teachers should indoctrinate the student with what they believe is right or present him with as much as they know as impartially as they can. Now, however, certain conclusions are inescapable. Few hesitate to inculcate minimum rules for behavior in our social group. Our cultural history has given us the mores determining these rules. Unfortunately, we have not developed such mores for the stability of a social group as large as the whole of civilization on earth. But now, since the stability of our total civilization is so seriously threatened, we must not hesitate to inculcate the minimum conditions of social behavior in a world suddenly become adult.

It is difficult to appreciate the severity of the present crisis without seeing Hiroshima and Nagasaki and realizing how effectively and terribly a large city can be destroyed by one bomb. It must also be realized that there is no conceivable defense against such attack. Dr. J. R. Oppenheimer, who directed the Los Alamos Laboratory, has declared that this country could suffer forty million casualties in the early hours of a war employing nuclear bombs. The maintenance of civilization on earth requires immediate understanding by all that adaptation to the new world in which nuclear weapons are important must be made quickly.

Some wishfully say that the great American scientists who developed the bomb will somehow produce some mysterious defense. There is little hope for such benevolent protection. We who have worked on the development of the bomb do not see any defense based on some "obscure" principles. Such wishful thoughts must be dismissed immediately.

Some protection could be secured by decentralization of our social organization. This would be a tremendous undertaking and would cost several hundred billion dollars. But such steps would not be complete protection against the present bombs and might very well be futile as protective measures against the bombs of the future.

International control is, of course, the only alternative method of achieving security. This might be obtained by agreeing not to use the bomb, by establishing a system of control over bomb production on the international scale, leading eventually to a strong international political organization that would obviate wars.

Clearly there is small protection by agree-

ments of the type\*represented by our treaties of the past. Righteous indignation will afford little comfort after one disastrous attack. Such methods of achieving protection are certainly not enough.

Various schemes for establishing international control of the bomb have been suggested. These proposals would employ some international authority that would inspect the scientific and industrial installations of every country to make certain that bombs are not being manufactured. The comparatively small changes required in our political systems to adopt such schemes make them more likely to succeed at present than international organizations demanding a deeper change in our political thought. And scientists generally agree that such proposals are technically feasible. The present bombs involve relatively large industrial plants for their manufacture and make use of quite large amounts of uranium. The ability of a country to manufacture bombs would be fairly obvious.

There are some difficulties which might make such commissions not completely effective. It is expected that in several years many countries will have large nuclear power plants for peaceful purposes. Such plants might enable the country operating them to accumulate plutonium at a rate too slow for easy detection and yet fast

enough to manufacture a few bombs. Hence, any effective proposal must provide protection against any action of this kind. And an even more serious drawback is the possibility that the commission might lose its power because of friction between several large countries, with a resultant nuclear armaments race.

To see these weaknesses is to recognize that the first steps in the right direction cannot be the last. The only permanent security will come in a world in which national states, at least as we know them now, have ceased to exist. The difficulties that lie along this path are great.

But a beginning can be made now, that may in the end prove decisive. There is little time to lose. Fortunately, the declaration of President Truman, Prime Minister Atlee, and Prime Minister King strikes in the right direction. If the present efforts to seek mechanisms for international control are carried on vigorously and with good will, an armaments race can be averted and time gained to explore the further possibilities of world unity. We must create a public opinion strong enough and intelligent enough to sustain these efforts and to transform the intention expressed by President Truman into an active, unanimous policy. We must consider no effort too great that will insure immediate and effective international control of atomic weapons.



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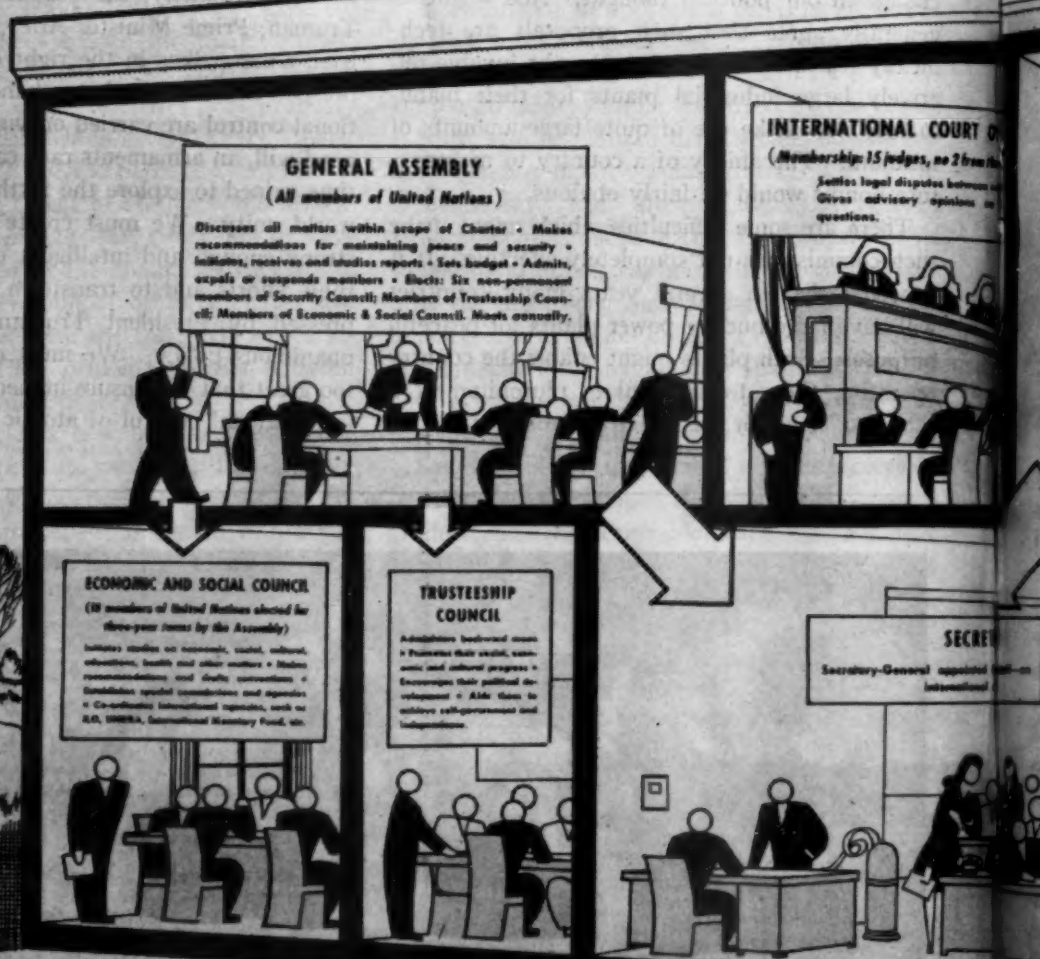
#### JAPANESE CHILDREN HELP TO REPAIR THEIR HOMES

Small Japanese children, accompanied by a few older persons, trudge up a hillside near Tokyo, carrying sacks of sand which they dug up on a river bank. They are taking the sand to their homes, where it will be used for various building purposes.



# UNITED NATIONS ORGANIZATION

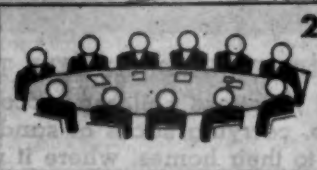
The United Nations Organization establishes the machinery to keep the peace — if we have the will to make it work. But it can become much more than a means of suppressing aggression. Properly used, it can be a great adventure in establishing throughout the world the positive conditions for peace and progress. Here is what it can be made to do!



## HOW THE SECURITY COUNCIL WILL STOP AGGRESSION



Complaint is made to Security Council



Discussion of case voted by seven members



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## MISS ELLEN WILKINSON

By MARY AGNES HAMILTON

MARY AGNES HAMILTON, noted British author, has distinguished herself in many fields. She has been a Governor of the British Broadcasting Corporation, an Alderman of the London County Council, and assistant editor of *The Economist*. In the political field she was Labor Member of Parliament for Blackburn from 1929 to 1931. She has held the post of Parliamentary Private Secretary to the Postmaster-General. For the past two years she has been a temporary Civil Servant in close contact with reconstruction matters.

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**N**OT all Mr. Attlee's appointments have pleased everybody. There is, however, one which has come very near doing that—the selection of Ellen Wilkinson to preside over the Ministry of Education, now a major Cabinet post.\* This has been acclaimed wherever it is fully realized how immense is the job of getting the provisions of the agreed 1944 Act translated into terms of schools, teachers, scholars; how much energy and patience, enthusiasm and administrative capacity are required if our democracy is to be, at last, made solid from the bottom up by giving to each child the chance to be the best that he or she can be.

This general acclaim is due to a feeling that here is someone who has the vision and the capacity for intense and unremitting work necessary to put the big job through. It is a recognition of personal quality. It is, of course, an interesting fact that here, practically for the first time, there comes to control our national educational system someone who knows it from the inside; who is herself a product of the State school, the State scholarship and Red Brick University, which, after all, train the majority of our graduates and our teachers. Arthur Henderson's brief tenure of the Presidency of the Board in 1915 was largely nominal: the rest of the long list of incumbents includes no such representative figure. This, however, is not the important thing about the new Minister. Nor is there, in the welcome given to her appointment, any dilution of feminism. Ellen Wilkinson has been a steady and unswerving champion of the fullest opportunity for her sex; a genuine, forthright and active equalitarian. She has never hesitated to strike a blow for the cause; she has never for-

gotten the needs of her sisters. But no one has ever insulted her by suggesting that she filled a place on the fatuous ground that "there ought to be a woman" on this or that.

No one has ever thought, or could think, of her in those terms, or in any terms diffused and generalized. She is in the fullest sense an individual. She has won each step on her bright upward way on her highly idiosyncratic merits. She has always been recognized and criticized by her colleagues, at each stage, with precisely the frank appraisal they would give to a capable and rising man. Her career has not been in the least that hither-and-thither darting one of many a brilliant but undisciplined woman; she has forged ahead, steadily, as the gifted young man does. When she left the University of Manchester with her M.A. in History and Economics, she proceeded to complete her training in the two schools which have given Labor so many of its ablest recruits—Local Government and Trade Unionism. The National Union of Distributive and Allied Workers found in her a starry organizer, and, to its credit, early placed her on its list of Parliamentary candidates. When, at her second essay, she was elected for Middlesbrough (East), she found herself, as she put it in a maiden speech, the "orphan of the storm"—the sole feminine survivor of the catastrophic Red Letter Election of 1924. Like so many, she fell out in 1931, but she did not mean to stay out; by 1935 she was back, and for a safe mining constituency.

By an odd paradox, the sharp outlines of her mental and moral individuality have been masked, rather than enhanced, by their striking physical envelope. People fancy that it is easy to remember her because of her tiny stature, the Burne-Jones cut of her countenance, the mass

\*At the conference on the Educational and Cultural Organization of the United Nations, which opened in London on November 1, 1945, Miss Wilkinson was elected president of the conference on the motion of Leon Blum, seconded by Archibald MacLeish.



and sheen of her wonderful red-gold hair. Actually, however, it is the force, color and definition of her personality that imprint themselves on the memory; the sense of taut vitality predominates. Her voice, like everything else about her, is distinct, and recognizable anywhere. It can be strident. It can be compelling. It is the right voice for controlling a great conference, as anyone knows who watched with what skill she guided and controlled—without seeming to do so—the party conference at Blackpool last Whitsuntide.

As a young Trade Union organizer, she was decidedly a firebrand. The novel she called *Clash*—the title is highly suggestive—records some of her experiences in those years, and re-creates, with admirable gusto, the element in which, and that largely by choice, she then lived. Naturally picturesque, endowed with a keen zest for life, and a quick responsiveness to its varied appeals (she has, for instance, a most human and proper concern for her clothes and appearance generally), she would, at any time, abandon comfort and put everything, including her own career, into the hazard at the call of some issue she believes in. It was entirely in character that she should, in person, and regardless of the extreme fatigue and discomfort involved, have led the tragic band of unemployed who marched from Jarrow to Westminster in 1936. Two years later, in *The Town That Was Murdered*, she wrote not only a moving and impassioned account of the sufferings of her constituents, but a sociological document of genuine value.

There was a moment, in the course of the 1929-31 Parliament, when it looked as though, partly out of impatient rage with the futility of the then Labor Government, she might lose her direction. For the first year, she worked very hard as parliamentary private secretary to Miss Susan Lawrence, for whom she had a devout admiration. Then, she seemed to lose interest; became erratic in her attendance, toyed with the notion of going off into journalism (for which she has decided gifts); wrote a not very good thriller; went, mildly, "social." It looked, then, as though the fiery steed were in danger of refusing harness; as though she might allow herself to be overcome by the impatience which is the penalty of a mind as quick as hers. The danger, if it was ever real, soon passed. When in 1935 she came back to the House, after four years' absence, she brought with her an enriched

international experience and the fruits of some very hard work. Her gallant journeys to Spain—in April, 1937, with the Duchess of Atholl and Miss Eleanor Rathbone, and in December of the same year with C. R. Attlee and Philip Noel Baker—coming, as they did, after a series of visits to Central Europe—confirmed her deep horror of Nazism: from that day on she fought appeasement with passion, denouncing it up and down the country.

When the Churchill Coalition Government was formed in May, 1940, she was one of the people who obviously deserved a place in it; after a short spell at the Ministry of Pensions, as Parliamentary Secretary, she was made one of Herbert Morrisons's two aides, when he transferred from the control of supply to the Home Office and Ministry of Home Security, her work being on the Security side. From 1942 to 1945, she was Mr. Morrison's sole lieutenant in a very hard-working and arduous office. Here was no opportunity for easy laurel-gathering. It was Ellen's job to put over compulsory fire-fighting; and in this job, carried through with complete loyalty and unfaltering determination, she faced an unpopularity which, however temporary it proved to be, was, at the time, exceedingly vocal. This she met with notable self-control and steady good humor. She understood how severe an extra load she was imposing on hard-worked and over-driven women, for whom fire-fighting, at the end of a long day's work and hours of queuing for bus and shopping, was the last straw. She asked of them no more than she asked of herself; no more than she had to ask, for the nation's safety. She had taken on the job. It had got to be done. She took the kicks, and squared her slim shoulders to bear the increasing burdens piled on them. When the fly bombs came, she was put in charge of the victims of bomb damage, and put through a very fine piece of organizing. Careless, always, of herself, she ran all sorts of risks. She endured accidents and bouts of pneumonia with unflinching and uncomplaining fortitude, and never let up on her job. Her hospital bed was piled with papers, as soon as she was allowed to sit up. Convalescence in her beloved country cottage was cut to the minimum. While doctors protested, she was back at her desk. She has a quick, even a fiery temper. In these years, she schooled it to a stern control which did not break. The Arab steed is now well fitted to the shafts. It pulled, during the years of terror, with a faithful, patient steadiness that bodes well for the

great administrative task that now lies ahead of her.

Nothing "faultily faultless" about Ellen. Her vivid appearance, her brittle voice, her quick movements, the rapid incisive play of her mind—all belong to a composition in which air and fire predominate. She can quarrel. She can make mistakes. But the quarrels will be on impersonal issues, and the mistakes—which she will never be ashamed to admit—will spring from a temper fundamentally large and generous and a purpose whose scope is never petty. But her great quality is her courage. Through what is now a relatively long political life, she has never lost the gallantry that marked her as a gay, young and dashing Trade Union organizer. That courage has never

failed or faltered. Only the other day she gave a small but significant sign of it. Sitting on the Government Front Bench on the day of the first assembly of the new House of Commons for swearing-in, she, and she practically alone, joined in the singing of "For he's a jolly good fellow" that greeted, from the Tory benches, the entrance of Winston Churchill. Courage, which is in politics the power to think for one's self and act on one's thinking, to take responsibility and face its consequences, is the one ultimately indispensable attribute for a leader in our democracy. In this she will not fail or be found wanting. She has—and there is no praise higher—the courage of her convictions.

## An Experiment in the Development of Critical Thinking

By FRANCES HUNTER FERRELL

EVERETT Dean Martin, in his book, *The Behavior of Crowds*, says: "All tyrannies begin and end in the tyranny of ideas uncritically accepted." With this thought in mind, the author, a teacher in John Marshall High School of Chicago, decided to experiment with a new technique in United States History, shifting the emphasis (1) from secondary to source material and (2) from the acquisition of information to the interpretation and evaluation of the same.

We tried to make the students conscious of what constitutes good thinking and what constitutes poor thinking and to make them see the necessity of noting (1) the difference between observation and inferences, (2) the distinction between the expressed statement and the implied statement, (3) the use of ambiguous terms, (4) the failure to consider all the alternatives in a situation (the "either-or" fallacy), (5) the use of irrelevant material, (6) the tendency to over-generalize, (7) the use of figures without consideration of their proportional value, (8) the acceptance of oversimplified explanations, and (9) the tendency to let the emotions anaesthetize the critical powers.

Claude Bowers says in his preface to *Jefferson in Power*, "I have resorted generously to that rich mine of history in the rough—the newspapers of the time." So we, like Claude Bowers, resorted generously to the newspapers of the time, spending several days looking through them, not-

ing the above-mentioned features. This proved to be quite a revelation to the students and they seemed "to get a kick out of it."

We then proceeded to read the various sources which are available on the history of the various periods which we were studying. Among others we read with pleasure Thomas Paine's *Common Sense*, John Dickinson's *Letters from a Farmer*, *The Declaration of Independence*, *The Federalist*, Madison's *Journal of the Constitutional Convention*, Washington's *Farewell Address*, Jefferson's *Inaugural Address*, Madison's *War Message*, *The Webster-Hayne Debate*, and many speeches of Lincoln, Grover Cleveland, Theodore Roosevelt, Woodrow Wilson, and Franklin D. Roosevelt, and many Supreme Court decisions. We chose these sources because (1) they are not unlike what we read and hear each day, and (2) they carry the course along, giving the students the necessary factual information, and (3) they are stimulating and timely, having a "punch" which the best of secondary material cannot rival.

In reading the sources we tried to follow with variations the following pattern of evaluation:<sup>1</sup>

### A

1. Are the statements of facts, which are offered as evidence, reports (a) of observations or (b) of inferences from what has been observed or (c) "hearsay"?

<sup>1</sup> Taken from an unpublished manuscript by F. T. Hood of the University of Illinois.

2. Are the statements of facts reliable?
  - a. Who made them?
  - b. Is he a competent witness?
  - c. What was his purpose in reporting the facts? To make news? To eulogize? To discredit? To convey accurate information?
  - d. Under what conditions were the observations made? Casual observations? Carefully controlled experiments?
  - e. To what extent did the reporter depend upon memory?
3. Are all the facts presented as evidence relevant to the question? How might irrelevant facts be used to serve a writer's or speaker's purpose? To divert interest or attention from other facts? To stir feeling? To shape attitudes and dispositions toward the issue? To change perspectives?
4. Are all the relevant facts, both for and against, presented?
5. If all the information pertinent to the questions cannot be presented, is the selection typical or a fair sampling?
6. What is the relative evidential value of the facts?
7. Do the facts necessarily mean what the author interprets them to mean? Can they be given any other interpretation? How can the same facts be taken to mean different things?

#### B

1. What is the belief, thesis, plan or proposal?
2. Why should we believe or accept it? Are we too easily convinced? What are the grounds that support it? What are the facts used as evidence and the principles used to interpret these facts?
3. Are any of these facts or principles questionable?
4. If the facts and principles are accepted, must the conclusion necessarily be accepted?
5. What would be the consequences of acting on the conclusion?
6. What are the other possible alternative solutions?

Now these questions do not constitute a stereotyped lesson plan to be used daily. They are modified to suit the differences in students and classes and the differences in materials. It is our hope that the students will form the habit of asking themselves these questions not only in connection with what they read in class but with what they read and hear outside the classroom.

As for classroom procedure, we used round table technique, which presents five favorable features: (1) It is informal and natural. (2) It stresses the intercourse of thought and helps the students to develop the ethics of democratic discussion. (3) The small grouping forces each student in the group to take part, whereas in a large group the more timid student shrinks before the more aggressive one. (4) It puts the initiative on the students rather than the teacher.

They are responsible for developing the topic and carrying it through to a logical conclusion. (5) Round table work requires cooperation and coordination. The students must work together as a unit. After all, it is a principle of economics that society is a cooperative exchange. Therefore any technique which stresses the fine art of cooperation gives students valuable preparation for life.

For round table discussions the students are divided into groups of five. Each group is assigned a topic which it organizes and presents, with the responsibility of leading the class discussion on the topic. The first semester, when the students are being initiated, so to speak, the groups are rather rigid. During the second semester, however, we change groups frequently and stress the extemporaneous round table.

It has been said that the two best indices to American thought processes are the advertising slogans and the political campaign speeches, for the managers back of them know what appeals to the American mind, what will sell the article, or the candidate. I think we must admit that they are not very flattering to our American mentality. Can it be that we spend too much of our time as teachers "covering the course," filling the child with information, or as Charles Kettering puts it, "stuffing him with mental heirlooms" and not enough time teaching him to use the facts which are presented? The late President Roosevelt said that we are the best informed people in the world, but in current slang, "so what?" If we cannot judiciously evaluate the information it avails us little.

It was by means of indoctrination that the Fascist state was built. If we are to build up among our students resistance to indoctrination, we must teach them to be judiciously critical. To develop this critical attitude we must make them conscious of the necessity of examining with care everything they read and hear, of being on the alert to detect the fallacies, and we must let them do their own thinking.

We have been working along this line for two years at John Marshall High School and, while we have made no effort to evaluate the results scientifically we do feel encouraged by what we have been able to observe. Accepting the statement of Martin that "all tyrannies begin and end in the tyranny of ideas uncritically accepted," we feel that we are doing our best to perpetuate the democratic state.



## Classes for Mexican Workers in Michigan Aid Inter-American Understanding

The project described in this article was carried out by the Workers' Educational Service of the University of Michigan and was reported in the November 1945 issue of the University's "Extension Service News."

"WHEN I first came to this country to work on the railroads," says one of the Mexican workers who was enrolled in an English class for Mexicans sponsored by the Workers Educational Service, "I felt that Americans were all unsympathetic and unfriendly and that they looked down upon us Mexicans. Even after we workers had spent several months here, we all felt the same way. We didn't feel identified with American life at all. We also felt that we had learned very little about the country, which is one of the reasons that many of us accepted this chance to do war work in the United States for the railroads.

"But since these classes for the Mexicans have been started, we have come to see that there are Americans who want to be neighborly and to understand our problems. Now when we meet with some rebuff or discourtesy here, it doesn't bother us because we feel that it comes from someone who is not a true American. I wish to have the names of all those people who helped us, so that I can tell my relatives and neighbors about them when I return to my home in Mexico."

This attitude, which was expressed to a WES staff member, is typical of that held by the 500 or 600 workers who were enrolled in the English classes sponsored by WES or who otherwise took part in the recreational programs instigated by WES during the months since April. It emphasizes the point that the program was not only educational but that it was a definite contribution to the war effort and to inter-American understanding. The program was set up at the suggestion of Ernesto Galarzo, chief of the Office of Labor and Social Information, Pan-American Union, who visited several of the camps for Mexican railroad workers while he was in Michigan last spring.

The cooperation of Mexico in recruiting labor for agricultural and war work of various types in the United States was also a definite war contribution, and many of the Mexicans who came to this country came primarily for that reason. However, very few of them knew English though many were well educated and some were even

professional men, and no provision had been made for English classes or for any recreational programs. Without a knowledge of the language, these men were prevented from gaining the understanding of American customs and background which they had hoped to acquire. In addition, the camps where they were housed were isolated and many communities were entirely unaware of the situation that existed.

The English classes were organized by Mrs. Ofelia Mendoza, who was working on her master's degree in social studies at the University of Michigan. They were first held in Ypsilanti, Jackson, Kalamazoo, Grass Lake, Battle Creek, Marshall, and Detroit in cooperation with public school administrations and other community agencies. These proved so successful that similar classes were later set up in Three Oaks, Niles, Lawton, Albion, Dexter, and West Detroit. The program was expanded to include recreational activities as well, which included movies and games, often held at local community centers.

In addition to this program, five issues of a monthly publication were written and mimeographed by WES. Called the *Spanish Inter-American Bulletin*, 2,000 to 3,000 copies were distributed each month to about 1,000 Mexican workers in the state, including Mexican communities in Pontiac and Ecorse, to newspapers, to governmental agencies, and to educational institutions around the country, as well as to educational committees of various labor union groups. The publication of the bulletin was made possible by the cooperation of the Detroit Council of Social Agencies through the efforts of Miss Florence Cassidy.

Other contributions to the program, in addition to the cooperation of local school administrations and community agencies, were made by Michigan State Normal College at Ypsilanti, which supplied some of the teaching personnel; by the State Department of Health, which made available a number of health films for group showings; and by the Office of Inter-American Affairs, Washington, D.C., which made a grant of \$1,500 to the program.

The success of the program can be attributed

in large part to the fact that Mrs. Mendoza, first field director, was herself a native of Colombia. She thus had a common bond with the workers in the language and a deeper understanding of the problems that they faced here. Jose Ortiz, a Porto Rican, who became field director when Mrs. Mendoza left to go with UNRRA, was in personnel work in the Special Services Division of the Army before he took over the WES program in July.

As far as is known, this program for Mexican workers is the first attempt of its kind on a statewide basis, though some work has been carried on for Mexican agricultural workers in Michigan. However, the WES program, which is about com-

pleted because the workers will be returning to Mexico shortly, has probably established a pattern to be used in similar situations, Arthur Elder, in charge of WES, believes. "Something like this is needed for American workers on railroad right-of-ways who will follow this Mexican group," Elder declares. "This will be particularly true of the recreational part of the program, though there will undoubtedly be a need also for some type of class-work instruction for these men. These workers have always been a somewhat isolated group, living as they do in more or less temporary camps, and little interest has been shown in their problems on the part of the community or of educational systems."

## WHO SHALL TEACH?\*

By ARTHUR P. SWEET, Local 417, Pontiac, Michigan

OUR American system of public education although magnificent in scope and intent still falls far short of the goals it should achieve. We are not producing a truly educated citizenry. The many criticisms and suggestions for improvement from laymen, the armed forces, and educators themselves are indicative of the general dissatisfaction with the average product of our schools. All agree that we need to redefine and reemphasize real educational goals. We need to revise the curriculum and improve teaching methods. We need more adequate financing. One of the least emphasized, but to me major, methods of improving education lies in raising the caliber of teaching personnel.

The United States has the greatest system of free public education in the world. A survey in 1940 shows that we enrolled in our schools 85% of the children between the ages of 5 and 17. We spent 250 million for capital outlay, and current expenses for education ran close to the 2 billion mark.

In spite of this, when educators and the intelligent public view the average product of our schools they are oppressed with a staggering sense of failure. It is true we have been able to train our people to run machines successfully and to produce materials in enormous abundance. We have been able to concentrate physical force in an overwhelming amount in order to win the war, but we find our leaders and our citizens lacking

the spiritual force or intelligence to adequately solve the problems of the peace. We are faced on every hand with evidence of mass bigotry, intolerance, selfishness, and ignorant nationalism. We are unprepared for world citizenship. We are utterly confused and unable to solve the problems imposed by our present ability to produce in abundance, not to mention the still greater abundance promised by atomic energy.

In the face of these problems we find our average citizen, the product of several decades of so-called education, unable or unwilling to think, unable or unwilling to read, and unable or unwilling even to rely or trust in the knowledge of experts, and hence unable to solve his problems in a scientific fashion.

Our system of education has failed to inspire its victims with a real desire for knowledge or a respect for knowledge. Knowledge as power and knowledge as contributing to culture or the growth of character and the soul of man is apparently of little importance in the average American's scheme of values.

One evidence of this is the discharged soldier's reaction to the educational advantages offered in the G. I. Bill of Rights. I quote these figures from an article by Stanley Frank in a recent issue of the *Saturday Evening Post*.\* As of February 1, 1945, less than 1% of the 1,500,000 discharged soldiers had taken advantage of the educational opportunities offered under this

\*A talk given before the Sixth District Convention of the Michigan Federation of Teachers at Detroit on October 11, 1945.

\*Frank, Stanley, "The G. I.'s Reject Education," SATURDAY EVENING POST, July 18, 1945, pp. 20, 101, 102.

bill. Even among the hospitalized, the physically handicapped group, less than 10% elect the extra courses offered and even of this percentage 3/5 select vocational or trade training. When questioned regarding their lack of enthusiasm for these apparently golden opportunities to learn, many men referred to dull and unsatisfactory experiences at school. Many gave the impression of harboring a sense of inferiority concerning their intelligence. They have no desire for book learning. We as teachers must accept the greater part of the responsibility for such reactions as these.

The average G.I. reached the tenth grade in school, only 23.3% finished high school, 3.6% are college graduates. Five million men in the armed forces failed to graduate from grammar school—a rather pertinent indication that these youngsters endure our ministrations only as long as required. Remember these are the young men of our country. We cannot place all of the blame for this condition on the pupils or their parents or on economic conditions. Education and educators must be in a large measure responsible for these results.

Another proof of the fact that we have not sold the public on real education is the reaction of the average taxpayer to the cry for more adequate educational funds. In spite of overwhelming evidence of inadequate housing, overcrowded classes, curtailed curriculum, and underpaid teachers, the citizens of Pontiac on three different occasions turned down requests for more money for schools by majorities ranging from two to one to four to one. The fact that we have had these same citizens in our school rooms for from eight to twelve years is a sad commentary on our ability to sell education or to instill in our pupils a real sense of values.

A few weeks ago, on a Saturday afternoon, I was in the Pontiac Public Library. The theaters down town were filled; the beer parlors were crowded. There were seven people including myself in the library. One of the three librarians informed me that they had on file slightly more than twelve thousand cards, more or less inactive. For Pontiac this means only one person out of six or seven. A library is a vast storage house of the accumulated experience, knowledge, and wisdom of the ages. Librarians throughout the country are greatly concerned over the indifference of the general public to library facilities. Are teachers to blame for this lack of appreciation of our libraries?

If our education had produced really educated people with a proper sense of values we would not stand for the insults to our intelligence offered to us daily by radio and magazine—Success achieved through soap and shaving cream, or happiness and prosperity gained by purchasing bigger and better gadgets. No remedy is suggested for saving civilization except to spend billions for concrete roads, streamlined autos, air-conditioned homes filled with plastic piffle of all kinds. Renovate everything except our minds! It takes no thinking at all to realize that our greatest postwar need is to streamline people, to fill their hearts with love and tolerance, to put wisdom in their minds, to steel their wills, to fill them with knowledge, vision and courage. This is done through education, and where is the vociferous demand by the public for an equal number of millions to be spent on education?

I have read somewhere of a survey of teachers which seemed to indicate that the average teacher in his social, political, and economic thinking stands somewhat to the right of middle—quite conservative. The most important factor in the educational scheme is the teacher. In view of the attitudes we have just mentioned, is it not reasonable to assume that the average teacher does not read serious books, is little inclined to think, and has no real enthusiasm for knowledge?

The essence of education lies in the relation between pupil and teacher. Outstanding teachers help to produce outstanding citizens. A good teacher can make a poor subject interesting and valuable. A poor teacher can make a good subject worthless in its educational effect.

The primary job of education then is to select and enlist as teachers the very best talent in our society. The situation demands teachers whose lives exemplify and who can instill in students the ideals and attitudes which we desire our future citizens to have.

Our air force achieved marvelous results with their screening tests in the selection of pilots and other personnel. They called for and got the cream of the crop. Can we not determine the qualities and traits that enter into the make up of an outstanding teacher and then apply the proper tests and indices in the selection of teacher talent?

To call forth our best talent to compete for these positions, we must pay teachers salaries commensurate with what their talents would bring them in other fields. However, salary is not all. We must try to switch the spotlight of public favor and acclaim on the work of the



teacher. We have seen our hero-worshipping public shift their favor from successful business man to war correspondent, to combat pilot, bomber pilot, and then to slogging G.I. Joe. And now with the advent of the atomic bomb, they turn worshipping eyes to the scientist in the laboratory. Isn't it about time to throw the spotlight on teachers! Surely their work in peace or war is most important to the welfare of the nation.

To keep these super-teachers on the job we must provide an atmosphere of freedom. They must be free to teach and this implies many things—freedom from the pressure of clerical detail, freedom from the interruptions of administrative machinery, freedom to act as citizens as well as teachers, freedom to express themselves in the criticism and development of administrative or educational policy. Need I mention that the greatest factor in obtaining these freedoms is a strong teachers' union!

This same freedom implies that these super-teachers must also be disciplined. First, a self-discipline imposed by the obligation of their profession. As leaders of youth they must hold themselves to the highest standards of conduct and character. They have no right to be average in morals or manners. Second, they must accept the discipline imposed by their professional organization. We must have a profession of teachers jealous of their reputation, with the wisdom and courage to purge their organization of incompetent members. The appalling deterioration of teaching personnel caused by the war and economic conditions must be halted and reversed as soon as humanly possible. Our future teachers must be willing to retire not just at sixty-five but whenever their own honest self-analysis or the judgment of their peers indicates their contribution is below par. Soldiers are retired from active field duty to desk jobs, and generals to paper armies. Society cannot afford incompetent teachers. It would be cheaper to continue to pay them but to retire them to paper work or administrative detail.

Average cannot lift average. It is only by selecting the highest talent possible for teaching positions that we can hope to improve the quality of our education. Obtaining more financial aid may only multiply our mistakes. Imposing a revised curriculum upon indifferent teachers will be ineffective. We must concentrate on getting our outstanding students to enter the teaching profession. Intelligent, well prepared, enthusiastic

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teachers, willing to subject themselves to the disciplines imposed by their profession, and given freedom to teach can make a revised curriculum effective, produce better citizens, and convince the public that they are getting their money's worth. Then education can begin to perform its proper function in our democracy.

## Reading Disabilities Seminar Conducted by Temple University

January 28 to February 1, 1946

The Annual Seminar on Reading Disabilities will be conducted by the Reading Clinic, Department of Psychology, Temple University, from January 28 to February 1, 1946. Lectures, demonstrations, and discussions will be used to develop the central theme: *Differentiated Remedial and Corrective Reading*.

Topics for successive days are: Approaches to Analysis of Reading Disabilities, The Analysis Program, Case History, Social and Emotional Factors, Physical Factors, Capacity for Reading, Reading and General Language Achievement, Classification of Reading Problems, Remedial and Corrective Procedures. The activities of the Seminar will be differentiated to meet the needs of classroom teachers, remedial teachers, school psychologists, supervisors, administrators, neurologists, and vision specialists.

Advanced registration is required. For further information regarding the one-week Seminar, write to Dr. E. A. Betts, Director of the Reading Clinic, Temple University, Philadelphia (22) Pennsylvania.

# The Human Relations Front

By LAYLE LANE, Chairman of the AFT Committee on Cultural Minorities

*"We must hold tightly to the lesson of mutual understanding and assistance for which we have paid so dearly. We must recognize that bigotry bears no national group or racial brand . . . And in that knowledge we must constantly practice love of neighbor, lest we too slip into the frame of mind of the master of Buchenwald." Lewis B. Schwellenbach—Secretary of Labor.*

## CREDITS

The bill (HR 3517) for "The Naturalization of the Indians and Quota for India" passed the House on October 10th. It is now before the Senate Committee on Immigration, of which Sen. Richard Russell of Georgia is chairman.

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The Los Angeles Catholic Interracial Council, formed in 1944, has carried on an active fight "for complete equality of rights and opportunities here and now for all human beings." It is campaigning for a permanent FEPC, for the constitutional rights of Japanese-Americans and for the protection of Jews, Mexicans, and all workers—especially of minority groups.

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Federal Judge Hoyt Davis in a decision upholding the right of Negroes to vote in the white primaries of Georgia stated: "Acting as the duly constituted authority for the Democratic Party, in refusing to permit the plaintiff to vote in said primary solely on account of his race and color, the committee deprived the plaintiff of a right secured to him by the Constitution and laws of the U. S. and were in violation of the 14th, 15th and 17th amendments."

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Several returning Japanese-American soldiers have started a company to finance the construction of housing projects for returning veterans. Under the alluring name of Cherry Vistas, small ten-family courts are to be built in the suburbs of Los Angeles, "which would combine truck gardening with small business shops so that residents can make a living without leaving their homes."

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Local 89, Chefs, Cooks, Pastry Cooks and Assistants Union, AFL, has arranged for a comprehensive health insurance plan for "its members, regardless of age, sex, color, or physical condition." The plan is underwritten by the Prudential Life and the Blue Cross Hospital Service, and will provide life insurance, accident and sickness payments, medical care and hospitalization for the employees and their families. The entire cost is borne by the employers at 4% of the gross wages. The insurance program is part of the collective bargaining agreement of Local 89 and its employers.

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The assembly of representatives of the Delaware State Education Association voted 76 to 75 against an amendment which would have admitted Negro teachers to membership. The votes against the amendment came mainly from the teachers in the rural sections of the state.

## DEBITS

Mr. John Granrud, superintendent of schools in Springfield, Mass., who introduced the famous Springfield plan into the entire school system—a plan whereby the scientific method is applied to human relationships—was forced to resign.

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The legislature of California has provided \$200,000 to be used to prosecute "alleged" violations of the alien land laws. As an added incentive to recover lands from the Japanese another law was enacted giving half of the sale price of escheated land to the county where it is located.

\* \* \*

The employment of Conscientious Objectors in state hospitals at \$10 and \$15 per month is undermining labor standards. Selective Service justifies this low paid conscript labor on the grounds of labor shortage. Twenty-five C.O.s at the Middletown, Conn., State Hospital asked to be transferred so that the union "may be in a normal bargaining position."

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A chapter of the Nationalist Party, organized by Ex-Senator Robert Reynolds of North Carolina, was recently formed in New York. The party is one of the native variations of the Ku Klux Klan and supports anti-Semitism and Jim-Crowism.

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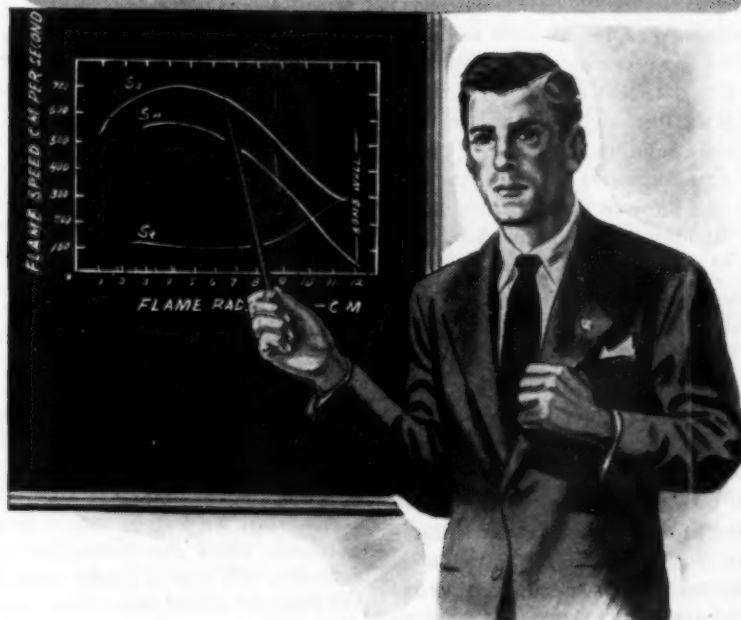
President Truman ordered the FEPC Committee not to issue a directive to the Capital Transit Company to enforce non-discriminatory policy. The federal government took over the company after a wild-cat strike on Nov. 21. Under federal auspices it would have been easy to institute the hiring of Negro workers—an aim which has been sought for the last five years. President Truman's action brought the resignation of Attorney Charles Houston from the FEPC Committee. In resigning Houston wrote:

"The failure of the government to enforce democratic practices and to protect minorities in its own capital makes its expressed concern for national minorities abroad somewhat specious."

\* \* \*

The Chicago Conference on Home Front Unity adopted a Chicago Charter of Human Relations aimed to secure the protection of minorities and especially at the abolition of restrictive covenants in housing.

## HE MADE MEN... OUT OF BOYS!



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## NEW BOOKS

### The History and Program of Adult Education in Britain

ADULT EDUCATION AFTER THE WAR. Oxford University Press, New York. 64 pages. \$1.25.

Within two days of the announcement of results of the British election, which put the British Labor Party into power, the writer heard two distinguished members of the faculty of the University of Wisconsin, independently of one another, make the following statement: The success of that election was due, as much as to any other factor, to the long and pervasive influence of adult education. Whether this statement is wholly correct or not, there can be no doubt that adult education in England has been vastly more influential than in the United States. Consequently any documents dealing systematically with the history and program of the British movement deserve careful attention by liberal-minded Americans.

The present volume, although brief, should be read by all teachers and citizens concerned with adult education in the United States, and therefore certainly by members of the American Federation of Teachers. It is a report of the British Institute of Adult Education, and covers in concise but systematic form the background and future of the movement in England. The suggestions it contains for American adult education are fruitful. The recognition, for example, that such education should become an integral part of the entire public education program deserves acceptance by our own educators. The volume also contains many concrete suggestions for the effective development of adult education through the use of films and radio, through the cooperation of universities, through the use of rural organizations, through libraries, and above all through the organization of a permanent adult education staff which is recognized in exactly the same way that experts are recognized on the elementary, secondary, or university levels of education.

That the British are years ahead of Americans in appreciating the basic importance of reaching the adult population through a systematic program of continuous education is completely demonstrated. The only weakness of the volume is its inadequate concern with workers education as such. Considering the enormous importance of the Workers' Educational Association in the development of adult education in England, it seems somewhat surprising that the committee which prepared this report has no official representative of the W.E.A. listed in its roster.

The American Federation of Teachers has a great opportunity to serve as the vanguard of a nation-wide adult education program. This little volume could serve as one of the important bases on which we of this organization might undertake the responsibility which is rightfully ours.

THEODORE BRAMELD,

Chairman, AFT Adult Education Committee.

### Workers' Education In American Universities

UNIVERSITY EXTENSION AND WORKERS' EDUCATION, by Alfred P. Fernbach. National University Extension Association, Studies in University Extension Education, Number 3, Bloomington, Indiana. 32 pages. 25c.

This booklet undertakes to summarize major activities in the field of workers' education in the United States today as they are being undertaken in cooperation with American universities. Following a challenging introduction by Dr. Eduard C. Lindeman, the pamphlet discusses programs of the University of Wisconsin, Pennsylvania State College, University of Virginia, Harvard University, University of Michigan, Cornell University, and others of a miscellaneous nature.

That the School for Workers at the University of Wisconsin remains by all odds the most important and historic university program in the United States is amply demonstrated by the summary of its activities in this pamphlet. Others, however, are rapidly progressing—notably the programs at Cornell, Harvard, and Michigan. The latter program, as many members of the A.F.T. know, is headed by Arthur Elder, A.F.T. Vice President.

Local chapters of our organization need to exert pressure to establish and support workers' education programs in every university in the United States. It is notorious that, while universities maintain schools of business, dentistry, medicine, architecture, education, and other fields, the educational interests and rights of the working people as working people, have been almost totally neglected up to the last few years. The pattern is now being broken. But whether we shall be able to establish university departments which give comparable attention to workers' education will depend largely upon the degree to which the labor movement insists upon education in terms, not only of its general relations to our whole society, but of its specialized needs as well. This pamphlet provides an orientation through which the American Federation of Teachers may exert its influence in behalf of its objective.

THEODORE BRAMELD,

Chairman, AFT Adult Education Committee.

### Now All Together

Last spring a sub-committee of the Junior Red Cross Committee on Personal and Social Relations prepared a bulletin for use in playgrounds and camps entitled *Now All Together for a Better Community, a Better America, a Better World*. It includes a statement of principles for democratic play, a list of services and materials which the Red Cross makes available to teachers, suggestions for activities and assembly programs, and 15 pages of games, songs, quizzes, poems, etc., which will delight and educate children through eighth grade; a few will appeal to older boys and girls also.

In the preface appears the following:

#### A PLEDGE FOR YOUNG AMERICANS

I will remember that the American people are a people of many races, religions, and nationalities.

I will respect the right of my schoolmates and neighbors to enjoy the freedoms I enjoy without regard to race or creed.

I will constantly search for facts so that I myself will not spread rumors against any group of people.

I will work for unity and peace in my community by opposing racial and religious prejudice wherever I meet it.

The bulletin was prepared under the leadership of Dr. Samuel Everett, Director of the Southeastern Pennsylvania Chapter of the Junior Red Cross, and Allen H. Wetter, Superintendent of District 2, Philadelphia Public Schools.

Requests for copies of this bulletin have come from various sections of the country, but a few are still available at the office of the Southeastern Pennsylvania Chapter, 511 N. Broad Street, Philadelphia 23, Pennsylvania.

ETHEL HIBBERT, *Local 3, Philadelphia.*

## A Positive Philosophy Needed by Teachers

SPIRITUAL PROBLEMS OF THE TEACHER, by Ordway Tead, the Hazen Pamphlets, No. 12, 19 pp., Hazen Foundation, Haddam, Connecticut, 1945. 10 cents.

Ten years ago the title of this pamphlet would have been a curiosity in educational literature. It is still a novel title, but Ordway Tead handles it skillfully and without self-consciousness. In a nutshell, he says that teachers of all subjects should be concerned with values as well as with facts in their teaching.

Mr. Tead uses the term, "the human spirit," to "identify the unifying effort which the individual makes to confront life rationally and coherently." He says that, for most of us, there is *one moral world*—that we agree well upon values—but we are uncertain about the ultimate sanction for our values. This raises the question of belief in God, and of what one means by God. The author says that teachers are confused and uncertain at this point, when they are clear and definite on their moral beliefs.

The program which Mr. Tead offers is four-fold:

- "a. The teacher should seek to see his teaching in the frame of an assumption of the unity of the body of human knowledge.
- b. He should seek to clarify a philosophy of life—or at least an outlook on life—which is positive and affirmative.
- c. He should seek consciously to discover in what avenues he can find fundamental renewal of his spirit and spiritual outlook.
- d. He should strive to see the career of teaching as a direct instrument and field of operation for extending the influence of an outlook and conviction at once democratic and deeply spiritual in essence."

The spiritual problems of the teacher are those problems which he meets while attempting to follow this program. One such problem is that of teachers' unions and other professional associations—how the teacher shall associate himself with his fellow-teachers as a professional servant of society.

The spiritual test of the teacher is in his relations with his students. Does he teach them to live better? Does he make the student "more and more the self-propelled,

understanding and loyal member of a universal and beloved community"?

ROBERT J. HAVIGHURST  
*The University of Chicago*

## Autobiography of a Liberal

THE BEST IS YET, by Morris L. Ernst. Harper & Brothers, New York, N.Y. 1945. \$3.00.

"The time has come," the Walrus said,  
"To talk of many things:  
Of shoes and ships—and sealing wax  
Of cabbages—and kings."

Morris L. Ernst adheres pleasingly to the above outline in writing his autobiography. His vigorous condemnation of "bigness" in American industry is illustrated by his criticism of the monopolies and cartels that frustrate industrial progress in shoe production. His many pages on the delights of cruising and his observations of the male's secret fondness for cooking combine ships and cabbages.

Prominent space is given to the author's successful and unsuccessful court battles against censorship and denial of civil rights. He always stands ready to challenge the abuse of the seal of authority.

The "kings" include such personalities as L. D. Brandeis, Heywood Broun, Edna Ferber, G. B. Shaw, Henry Wallace, Eleanor and Franklin D. Roosevelt.

The book has whimsical qualities. With disarming modesty, the narrator attributes his outstanding accomplishments and influence to luck. A lawyer by profession, a champion of civil liberties by conviction, Morris L. Ernst is also carpenter, sailor, scientist, and writer.

Of special interest to teachers are his comments and evaluations of general and progressive education and the dramatic story of the conquest of deafness by his daughter Joan.

The book is more than a readable account of a likable man. It is not to be put aside condescendingly as a gay and frothy compilation of trivia. It is a thought evoking study of American liberals and liberalism of the past quarter-century.

MEYER HALUSHKA, *Local 1*

## Six Outstanding Economists Discuss Full Employment

TOWARD AMERICAN PROSPERITY. The authors' special condensation of key chapters from FINANCING AMERICAN PROSPERITY. *The Twentieth Century Fund*, 330 West 42nd St., New York 18, N. Y. 20 pp.

Six outstanding American economists have in this pamphlet presented brief summaries of their recommendations for financing American prosperity. Each of the six articles deals with some aspect of managing full employment. The reader is given a concise historical background of the problem as well as several interpretations of the historical influence. The observations on that elusive problem of deficit financing are interesting. This work should be widely read. Social science teachers are poorer for not having it.

# NEWS FROM THE LOCALS

## N. Y. Board of Education Seeks Salary Credit For Substitute Teaching in New York City Schools

**2** NEW YORK, N. Y.—Local 2 has just won the initial step in what we hope will be a major victory. Responding to Guild pressure, the Board of Education has asked the N. Y. City Board of Estimate for a supplementary appropriation of \$600,000 to be used to grant salary credit for substitute teaching experience.

The Board of Education had granted salary credit for substitute service from 1919 to 1940, when the budget cutters succeeded in eliminating it, ostensibly for one year only. Many eligibles had continued to serve in the exploited category of "permanent substitutes" during the non-appointment period, 1932-1943, only because they expected to receive credit for this service toward salary increment when appointed. The Board action in abolishing this credit represented a denial of justice and a repudiation of a promise to those who rendered service, often in the most difficult areas, on a per diem basis, without tenure, without increment, without vacation or sick

pay, and without pension privileges.

The teachers sought relief in the courts. In the first decision the court denied salary credit for substitute service in the New York City school system. But in the Cottrell decision, a second case, the court required the Board of Education to grant salary credit for service outside the New York City school system.

Through a technicality, then, the court placed the Board of Education in the ludicrous position of granting salary credit to people who taught in every other school system in the country but its own. In face of this inequality, the Board's position was clearly untenable. Hundreds of teachers, Guild and non-Guild members, launched a Committee of New Appointees for Salary Credit, retained A. Mark Levien, Guild Counsel and winner of the Cottrell decision, and initiated another legal battle, this time with greater promise of success. But the matter was not fought on legal grounds alone. Under Guild leadership, the Committee struck out in a publicity campaign

for favorable action by the Board of Education. It inserted paid advertisements in the press; it organized letter writing campaigns; it secured the support of the Civil Service Reform Association and labor groups, and made strong representations to the Superintendent and President of the Board of Education.

The climax came when Levien conferred with the Board's law committee and received some assurance that the Board would consider the plea and take some action at its next meeting. The favorable Board resolution was the result of Levien's legal action, as well as the effective publicity campaign conducted by the New Appointees Committee and the Guild.

At present our attention is turned to the New York City Board of Estimate with the hope of persuading its members of the justice of our plea. Should the Board of Estimate deny the funds requested by the Board of Education, the Teachers Guild will press for state legislation to correct this injustice.

RUBIN MALOFF

## "Critical Issues in Our Schools" Is Topic At Conference Sponsored by Philadelphia Local

**3** PHILADELPHIA, PA.—"Critical Issues in Our Schools" was the subject of the recent Annual Conference sponsored by the Philadelphia Federation of Teachers. The Conference speakers, all outstanding authorities in their fields, presented many stimulating and constructive ideas to the teachers and representatives of labor, educational, and child welfare groups attending.

### THE HAZARDS OF 100% PROMOTION

At the first session of the conference Dr. Gertrude Hildreth, of Columbia University, spoke on "The Hazards of 100% Promotion." Following Dr. Hildreth's address, comments were made by Dr. Raymond Pizor, principal of the Belmont School, by Sylvia Jasner, teacher at the Stokley School, and by Dr. Mabel Farson, psychologist of the Division of Special Education. All agreed that "he alternative to the

old-time method of retarding children need not be "letting them grow up into the next grade" without learning basic skills. They insisted that there were ways out of the maze.

Dr. Farson told of some of the experimental work done recently in aiding the slow child to acquire the basic skills for which he asks, knowing that he needs them in order to get and keep a job. In this experiment one fifth-grade class of non-readers used social study material with controlled vocabulary as well as ideas suitable to the emotional and social levels of the children. Instead of feeling "segregated" or "labelled," the children reported pleasure in their achievements that term and voted that they did not want to go back into the regular classes where they did not understand the work. This class, once full of problems, had actually become a model of cooperation within the school.

Dr. Farson commented that such grouping, however, must be done by actual learning capacity, not merely by chronological age nor score on an intelligence test. "One class of 15-year-olds was impossible for any teacher; all they had in common was that they were all 15 and all problems."

In contrast with this small-scale experimentation, were the complaints of teachers of all grades who cannot transfer slow-learners to special classes, nor obtain sufficient appropriate material, nor yet teach on 40 levels simultaneously. Laggards, in former times, did often become delinquents; but pupils now, merely pushed on with their classes, also need "remedial work in morale" (as one teacher phrased it), for they are ashamed of their deficiencies, lost in the classroom, and yet retard the entire class of average or superior children. A sound program for the slow-



learner will eliminate many of the hazards of 100% promotion.

#### NEW YOUTH AGENCY REQUIRED

The speaker at the second session was Dr. Theodore Reller, Professor of Education at the University of Pennsylvania and president of the Public Education and Child Labor Association. "America must place a higher valuation upon youth as a national asset and take the proper steps to safeguard that asset," said Dr. Reller. "We are still placing the burden on youth when we talk about peacetime military training. If that is necessary, it is also negative. Let us do more for youth on the positive and constructive side also."

He suggested for the future, during times when youth may again be unemployed: 1. An overall program to explore youth problems; 2. An employment agency dealing solely with youth replacement, and 3. An entirely new institution—a youth center. A health program, recreational activities, citizenship discussions, facilities for maintaining skills and developing new ones would be a positive aid to youth in a period of national transition. Unemployment compensation for displaced young workers would be contingent upon their enrollment with the youth employment agency and their regular attendance in a youth center.

Dr. Reller also advocated continuation of the wartime practice of providing college education, at government expense, to youth of high ability. On the other hand he opposed constriction of the high school curriculum for all students for the sake of the small proportion who go to college. "Sometimes high school administrators conveniently put blame on 'college requirements' as a reason for not undertaking curriculum revision."

#### FACTORS AFFECTING TEACHER MORALE

After the Conference Luncheon, Dr. Ordway Tead, president of the New York Board of Higher Education and an editor for Harper & Brothers, discussed the factors affecting teacher morale. He pointed out that the teaching profession holds the future in its hands and that, while the teacher is unhonored and unsung, paradoxically the American public proclaims education the universal panacea for all our social ills.

Morale, the mobilizing of energy and enthusiasm toward a given goal, is attained in two spheres: the outer relationships with the public, and an inner feeling of self-confidence. Dr. Tead quoted Monsignor Ryan's 3 S's: sufficiency, security, and status. He emphasized that teachers must organize to get what they want, and

that we must create and sustain a representative body which will gather facts in areas of tension, effect agreement, and generate action, subject to change if the results are not as anticipated. He spoke specifically of the need of adequate salary on a single schedule basis, of tenure which provides maximum security for alert, alive, capable teachers, under stimulating administrators, of decent pension provisions which would insure optional retirement at the age of sixty. The attitude of teachers as a professional group, he said, has to be affirmative and aggressive, but our thinking should not be preponderately in terms of our demands. We will win the confidence of the public when we become articulate and forceful in improving the quality of education.

Turning then to the inner or personal aspects of morale, Dr. Tead stressed the ability to see "life steadily and see it whole. The complexity and rootlessness of urban life is a disruptive force, and the community looks to its teachers as well as its preachers to exercise a spiritual function. We not only teach what we know, but what we are, for, as Emerson put it, 'What you are shouts so loudly I cannot hear what you say.' . . . The teacher is an artist, his medium humanity, and he is most creative to whom his pupils turn for serenity and strength."

## Eastman Hearing Held

By JAMES D. GRAHAM, President Montana Federation of Labor

**742** HELENA, MONT.—The suit of Violet M. Eastman for a declaratory judgment against the Board of Education, School District No. 1, Helena, Montana, was held in the Helena District Court before Judge William Taylor of Anaconda on November 29 and 30. Action for the hearing was instituted last summer by Lester Loble, counsel for Miss Eastman. The Helena Trades and Labor Council and the Montana Federation of Labor are sponsoring Miss Eastman's suit, and the Montana C.I.O. has gone on record in support of Miss Eastman.

After seven years as a teacher in Helena High School, Miss Eastman was denied a contract to teach there for the 1945-1946 term. No statement of cause for this action has ever been made by the Helena school board. Miss Eastman is recognized in Montana educational circles as a teacher of outstanding ability. Further she has played an active part in the Montana labor movement. Montana trade unionists feel that her

union activities make the unstated reason for her dismissal. (See October issue of the AMERICAN TEACHER.)

Testimony presented by witnesses brought out some interesting facts. Under Montana school law, school boards are required to hold their reorganization meetings on the third Saturday of April. The Helena Board of Education held its reorganization meeting on Thursday, April 19, two days before the date specified by law.

A delegation from the Helena Trades and Labor Council and the Helena Teachers Union attended the board meeting April 19. The meeting adjourned at 10:40 p.m. All members of the delegation called to the witness stand testified that when they left the meeting shortly after 10:40 they believed that the board had transacted all its business for the evening. However the official minute book of the board carried the information that after adjournment the clerk was instructed to call a special meeting for April 24. Six members of the board apparently held a clandestine

meeting after the building was cleared of visitors to the regular meeting. The labor delegation planned to attend the next meeting of the board, but they were not notified in any way of the April 24 meeting. The Eastman contract was cancelled at the April 24 meeting by a vote of 4 to 2. The chairman did not vote. J. F. McBride, clerk of the board, testified that it was not a usual thing for him to include in the minutes matters which took place after adjournment, and that this incident of April 19 was perhaps the only one of its kind in the official minute book.

The official minute book was an important exhibit in the hearing. Attorney Loble upon his visit to the school clerk's office on May 10 had a copy made of the clerk's rough draft of the board's meetings on April 19 and April 24, for at that time the minutes of neither meeting were entered in the official book. The only available record of proceedings was, therefore, the clerk's rough

draft. On May 15 Loble filed the Eastman complaint. On June 11 the attorney had occasion to visit the clerk's office. He asked to see the minute book. Examination revealed that the accounts of the April meetings as officially recorded were different in many respects from the clerk's rough draft as copied May 10. Loble again requested to see the rough draft which he had had copied May 10. It now was altered considerably. Some parts were penciled out. New notations were penciled in and a typed rider was stapled over a section. Thus the question of minutes so kept was raised.

Montana law states that when a teacher who has served more than three years in one position is not to be rehired he must be notified prior to May 1 preceding the beginning of the next term that his services will be no longer required. Miss Eastman's notice merely stated that the board decided not to renew her contract. Therefore the question of the sufficiency of notice was raised.

Observers at the hearing were of the opinion that the Helena Board of Education is highly unorthodox in its method of conducting business. Question of the legality of the reorganization meeting is raised, as is the sufficiency of the notice sent Miss Eastman. The validity of the minutes is also in doubt.

On September 27 a delegation from the Helena Trades and Labor Council visited the board and presented petitions asking for Miss Eastman's reinstatement. These petitions carried 700 names. The spokesman for the group told the members of the board that it was his belief and the belief of organized labor that Miss Eastman was discriminated against and victimized because of her labor activities. The board did not reply to this assertion. The labor group asked for a meeting with the board to secure action on the petitions. The board promised a meeting within from 10 to 14 days. However no word was received by the labor delegation until November 20, and the

meeting was not granted until November 27, two days before the trial. No action resulted from the meeting.

One of the witnesses at the hearing was John A. Woodard former high school supervisor in Montana and a member of the Helena Board of Education until this September. Mr. Woodard is the only board member who has seen Miss Eastman teach. He testified that he considered Miss Eastman a competent teacher and that at the April 24 meeting he voted against the majority decision and for the retention of Miss Eastman. It was further brought out that at the April 19 meeting Mr. Woodard had to leave early. He left at 10:20. He called back at approximately 10:45 to see if he were needed. He was told that all business was concluded and that he need not return. No mention was made to him of the secret meeting after adjournment.

The Eastman case has gone under advisement. A decision is expected within sixty days.

## Entire La Crosse Teaching Staff Participates in Curriculum Revision

**652** LA CROSSE, WIS.—The November issue of the *Wisconsin Teacher* reports that under the stimulating leadership of Superintendent of Schools R. W. Bardwell, La Crosse teachers have completed a thorough-going revision of the entire curriculum of the city schools, and are now testing it out in actual practice. Defects will be noted after actual classroom practice and recommendations for further improvement will be made, according to La Crosse union teachers.

Three years of work on a revised curriculum have produced an integrated course in each of the major fields of study. From the kindergarten through high school, overlapping and repetition have been eliminated, and the student is led steadily onward toward the goal of effective living.

All the members of the La Crosse teaching staff participated in the project, forming cross sectional committees. Social studies teachers, for example, made up one of the groups.

This large group was subdivided by grade levels. Senior high school teachers made up one sub-division, junior high school teachers another, and the intermediate and primary levels completed the organization. The problem of establishing a desirable course in social studies for its own level was attacked by each group. At the same time the proposed

course was carefully integrated with that of the next level.

In all thirteen courses were developed, the completed work being published in 1944. In the school year of 1944-1945 the new curriculum was introduced in the schools. Teacher council groups were set up to evaluate the functioning of the new courses. After meeting several times as the year progressed, these groups compiled suggestions for revision and improvement. The resulting revisions were published in September 1945 as supplements to the new courses.

It is not assumed by La Crosse teachers that final success has been achieved in solving the problems of curriculum construction. However, gratifying progress has been made. A fine spirit of cooperation between administration and staff has been in evidence throughout the work. Teachers gave liberally of their own time and last year cross sectional meetings were held on school time, school being dismissed early on meeting days.

This year the teacher council groups, made up of all teachers of a given grade regardless of subject matter, are organizing again for further evaluation and strengthening of the program. This is to be a constant procedure for the purpose of keeping the courses up to date and improving them wherever possible.

## Portland Local Sponsors Inservice Training Course

**111** PORTLAND, ORE.—An interesting activity sponsored by the Portland Teachers Union is an Inservice Training Course, in which the topic for study is "Problems of Today for Citizens of Tomorrow." Twenty-five members, the maximum enrollment allowed, are taking the course. The instructor is H. M. Barr, director of research in the Portland schools.

Topics such as "Growth of Labor Unions," "Inter-Racial Problems," and "Monopolies" are being studied and discussed.

It is planned to repeat the course next semester if there is sufficient demand.

\* \* \*

At a recent meeting of Local 111 there were 50 new members voted in. At this meeting AFT President Landis addressed the group. He stressed the activities of the AFT in the legislative field and expressed appreciation for the support given by Wayne Morse, Oregon Senator, in the fight for federal aid for education.

At another recent meeting, which was attended by approximately 475 teachers, Miss Lila Hunter, AFT vice-president, sketched the aims and achievements of the AFT and Miss Margaret Reid, chairman of the working conditions committee, summarized her reasons for belonging to the Portland local.

## Mayor of Minneapolis Advises Affiliation of Teachers with Labor

**59&238** MINNEAPOLIS, MINN.—In an interview with the editors of the *Minneapolis Teacher*, the publication of AFT Locals 59 and 238, Mayor Hubert H. Humphrey, who is a member of the Minnesota Federation of College Teachers, AFT Local 444, advised teachers to organize and affiliate with labor.

"It is amazing to me in this day and age," said Mayor Humphrey, "to hear any teachers say that they must not affiliate with Labor or any special group, 'because the schools belong to all the people.' Following that reason to its conclusion would mean that teachers could not join any particular church or lodge or club of any kind.

"Of course the public schools belong to all the people—the people pay for them. (In some communities they haven't paid much.) So do music and acting and news belong to all of us who listen and are interested; yet the actors, musicians, and newspaper writers, are thoroughly organized into unions. Labor is no small segment of society; it is a great cross-section of American life.

"I do not mean to say that teachers should be chiefly concerned with their economic welfare; they give a

great deal of service that can never be paid.

"But they must better the conditions under which they work in many parts of the country, if teaching is to demand the respect the profession deserves and if education is to be effective. Our good teachers are interested in improving educational opportunities for all children, and Labor is and has been earnestly interested in the same thing. Labor has been the bulwark of the public schools.

"How many 'big shots' resisted the Nazis in France and Norway? Were the resisters 'society'? No, they were the 'underpinnings'—the school teachers, the clergy, the labor leaders. Teachers who belong to a union are not afraid to speak out against evil social conditions.

"Either some teachers are afraid to front for social progress, or there is something wrong with the curriculum," believes the Mayor. "How can anyone go through school and college without developing a social conscience?" he asked. "How can they come out of a University, if they've read anything at all, without seeing the relationship of social, economic, and political problems. Human values are paramount."

## J. Donald Bradford Elected Member Of Board of Education in Reading

**796** READING, O.—The voters of Reading, Ohio, recently administered a stunning rebuke to the Reading Board of Education, which had refused to renew the teaching contract of J. Donald Bradford, president of the Reading local, although he had had an excellent record as a teacher in the Reading schools and had the strong support of the community.

After the Supreme Court of Ohio upheld the right of the Board of Education to refuse to rehire Mr. Bradford, since he was not a tenure teacher, Mr. Bradford's supporters, organized as the Better School League, prepared their own slate of candidates for the school board election last November and succeeded in sweeping all three of their candidates into office. Mr. Bradford was one of their three candidates.

Thus Mr. Bradford has been vindicated and is now a member of the Reading Board of Education.

## Maximum Salaries For Indiana Cities Listed in Bulletin

Maximum salaries for 1945-46 in a few Indiana cities where American Federation of Teachers' locals are located are:

	A. B.	M. A.
Muncie	\$2650	\$2750
Hammond	2800	3200
East Chicago	3100	3400
Anderson	2620	2990
Gary	3000	3300
Fort Wayne	3200	3300
Terre Haute	2375	2775

Terre Haute reports, "Salaries here are still low, but ever so much better than before union affiliation." Some of the above schedules include "cost of living adjustments."

From the *South Bend Teacher*.

## Local 580 Lists Recent Achievements

**580** LA SALLE, OGLESBY, PERU, ILL.—The following recent achievements of Local 580 were listed in the November 1945 issue of the *Illinois Union Teacher*:

1. Seniority rights for the La Salle-Peru Township high school teachers and the La Salle elementary teachers have been granted.

2. The cost-of-living adjustment given to Oglesby grade school employees in 1944 has now been made a part of the regular salary schedule.

3. The cost-of-living adjustment given to Peru teachers over a period of three years has now been made a part of the regular salary schedule.

## New Boston Local Reports Growth

**66** BOSTON, MASS.—Less than three months old, the newly chartered Boston Teachers Union is making significant gains in membership. With jurisdiction over all teachers in the Boston Public School System, Local 66 now has members from elementary, intermediate, and senior high school levels. Some of the immediate aims of the Boston Teachers Union include revision of the intermediate school course of study and promotion of legislation for a more adequate pension. Conferences with the local school committee will follow early in 1946.



## Pamphlet Lists Achievements And Aims of Wilmington Local

**762** WILMINGTON, DEL. — The Wilmington Federation of Teachers has issued an attractive pamphlet listing succinctly the aims of the local and reviewing its accomplishments in the past two years. Designed originally for the orientation of new and prospective members, it elicited such wide-spread interest and received such favorable comment from the school administration as well as the members of the Federation that an additional printing was ordered for distribution to all members of the local. The pamphlet is recognized as a valuable organ for the education of all the teachers and as a stimulus to them. Similar pamphlets will probably be prepared each year.

Following is a review of some of the work of the Wilmington local:

(1) A single salary schedule was put into effect this year. Under the new schedule, which was sponsored by the local, the minimum wage for a teacher having a B.S. degree is \$1680, and the maximum is \$2900. The minimum salary for a teacher holding a master's degree is \$1880, the maximum, \$3100.

(2) The local has also been active in securing passage of bills relating to teacher welfare. As a result of the effective lobbying by Federation members during the 1945 session of the State Assembly, the local is given a large part of the credit for the passage of the state-wide pension bill which grants state employees, including teachers, a maximum pen-

sion of \$150 a month. Retirement is optional after 35 years of service or at the age of 60 for women and 65 for men. Retirement is compulsory for women at the age of 65 and for men at 70.

(3) A state-wide increase of \$300 a year in the basic pay for teachers was another achievement. Members of the Wilmington local, through their persistent lobby campaign, were instrumental in securing passage of the bill allocating the necessary funds.

(4) The local is taking a vigorous stand against a clause in the constitution of the Delaware State Education Association, which excludes Negro teachers from membership. A resolution denouncing such exclusion has been drawn up and sent to the president of the D.S.E.A. and to the daily newspapers. The local is now studying plans for following up its resolution with other action.

## Washington Locals Hold 10th Convention

At its tenth annual convention the Washington State Federation of Teachers passed a resolution asking for a special session of the legislature "to deal with postwar labor problems and to amend the state teachers' retirement law." Other resolutions asked that married women teachers be given the same status as unmarried teachers; that substitute teachers be placed on the same salary and professional basis as permanent teachers; that no more emergency teaching certificates be issued after the dearth of teachers caused by the war is remedied.

## East Orange Substitutes Receive Pay Raise

**790** EAST ORANGE, N.J. — The East Orange Board of Education recently raised the pay of per diem substitutes in junior and senior high schools from \$7 to \$8, and of those in elementary schools, from \$6 to \$7. Such an increase had been proposed by the East Orange Teachers Union.

## AFT Member Sent to South Africa as Attache

**703** MANSFIELD, O. — John Correll, first president of the Mansfield local, has been sent by the State Department to South Africa as labor attache to our embassy there.

## Detroit Local Sponsors Lectures

**231** DETROIT, MICH. — The Detroit Federation of Teachers is sponsoring a series of lectures on topics of current interest. The series offers an outstanding group of speakers. For the first three lectures the schedule was as follows:

Oct. 26—Harrison Forman, "Report from Red China."

Nov. 2—Helen Gahagan Douglas, "Peace, the Price We Pay."

Nov. 26—Richard Wright, "The Negro in the Postwar."

The schedule for the last three lectures is as follows:

Jan. 4—Francis X. MacMahon, "Failure of the Liberals."

Feb. 1—Stephen S. Wise, "Minorities and American Fascism."

March 22—Leland Stowe, "The USSR in Europe and Asia."

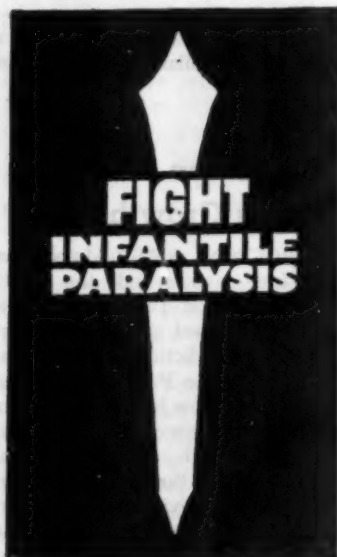
## Seek Single Salary Schedule for Trenton.

**437** MERCER COUNTY, N. J. — A single salary schedule based on academic training and teaching experience has been proposed for the teachers of Trenton, N. J., by the Mercer County Teachers Union. The Mercer County Central Labor Union is supporting the proposal.

In discussing the proposed schedule Miss Addie Weber, business representative of the local and president of the New Jersey State Federation of Teachers, made the following statement: "We feel that the great majority of teachers have become convinced of the justice of such revision. Under this type of schedule the teacher can do his or her best job at the level which will suit the individual best."

## Los Angeles Local Opens New Office

**430** LOS ANGELES, CAL. — The president of The Los Angeles Federation of Teachers, Harold Orr, is now teaching only three-fifths time and devoting two-fifths time to the work of the local. Local 430 has also obtained office space downtown, at 627 W. Olympic, where President Orr can be consulted afternoons between 1:30 and 4:30 and Saturdays from 10:00 to 1:00.



**MARCH OF DIMES  
JANUARY 14-31**

# Labor Notes

By MEYER HALUSHKA, Local 1

(Continued from page 2)

Sixteen demonstration conferences of teachers and businessmen were held in 13 states. Local businessmen's committees on cooperation with education have been set up in 250 communities of over 25,000 population.

*Trends*, a monthly publication, is sent to 15,000 teachers and businessmen. Study outlines and classroom aids have been sent to 35,000 social science teachers.

The N.I.I.C. weekly clip sheet of news and features is supplied to small town weekly papers with a combined circulation of 69,000,000.

The "educational" work of the N.A.M. has frequently been directed against labor unions, against constructive and progressive labor legislation, against social planning, against cooperatives and public ownership of utilities, and against government controls.

## Palestine Labor Federation Observes 25th Anniversary

The Histadrut Haovdim — the General Federation of Jewish Workers in Palestine—was founded at Haifa, Palestine, on Dec. 9, 1920. At that time, its membership totalled 4,443 men and women. Today over 150,000 workers are dues paying members of the Histadrut. Over 75% of all Jewish wage earners belong. Including wives and children, the Histadrut constitutes 40% of the total Jewish population of Palestine.

The Histadrut is unique among labor unions. Not only does it organize the present workers, but it has undertaken the task of training new Jewish workers, bringing them to Palestine, and settling them on the land or in industry.

It was instrumental in establishing agricultural cooperatives (Kvutzot) that now number over 200 with a farm population of close to 50,000.

It has developed an extensive chain of producer, marketing, and consumer cooperatives. It has introduced Jewish workers to trades and crafts completely new to them, such as maritime transportation, fishing, metal extraction, and aviation.

Among the varied Histadrut agencies are the following:

*Solel Boneh*—a large contracting cooperative for public works and buildings.

*Yakhin*—an agricultural contracting cooperative association that

specializes in planting orange groves for owners who still live outside of Palestine.

*Tnuva*—a cooperative farm marketing agency whose sales totalled over \$5,000,000 last year.

*Bank Hapoalim*—the multi-million dollar Workers Bank that finances labor projects.

*Merkaz Hechinuch* — Bureau of Education that conducts a school system from nursery school to college level.

*Vaadat Hatarbut* (Culture Committee)—promotes study of Hebrew and maintains libraries and reading rooms throughout Palestine. It fosters art, music, drama, lectures, hikes, and sports for young and old. Its daily newspaper, the *Davar*, has the largest circulation in the land. It also published an Arab labor weekly, *Hakiklal al Aman*. It maintains a successful book club and publishing house.

*Shikun*—a building cooperative that will have completed over 5,000 homes for workers by June 1946.

*Kupat Cholim*—the Sick Fund, in reality the Health Department of the Histadrut. It provides medical, dental, and hospital care to its members and their families and to non-members as well. It maintains four hospitals, 200 dispensaries, 106 child welfare stations, and about 100 pharmacies. Over 400 doctors and dentists are on its payroll.

One of its founders, Ben Gurion, once stated: "The Histadrut is in conception, essence, and structure, the workers' instrument for the founding of a state, for the building of a land, and for the liberation of a people."

Twenty-five years of achievement by the Histadrut has confirmed the claim.

## Profits and Wages

During the six years of war, 1940-45, American corporations made net profits, after payment of taxes, amounting to \$52 billion, the U.S. Department of Commerce estimates. Of this amount they paid out about half to their stockholders (\$25.9 billion) and retained a little more than that (\$26.1 billion) as surpluses in their treasuries. A good part of these retained profits will be distributed to stockholders in future years after personal income taxes have been reduced.

Average annual net profits, after taxes, of the corporations during those six years was \$8.7 billion, compared with \$3.3 billion in 1936-39, the years which Congress has designated as normal for prewar profits. The rise over the prewar average was 156%.

*How did labor fare during this period?* Figures of the U.S. Bureau of Labor Statistics show that between January, 1941, and April, 1945, average weekly earnings of workers rose about 77%, average hourly earnings 53%, but urban wage rates rose only 32% and basic wage rates only 16%. (The last figure is an estimate of the OWMR based on BLS studies. The others are given in the "Survey of Current Business," September, 1945.)

The figure on basic wage rates is regarded as the best available measure of changes in wages as it eliminates all the wartime factors such as longer hours, premium pay, the effects of shifts to higher-paid industries, etc.

During this same period, labor economists estimate, the cost of living rose around 45%.

*How did wartime wages compare with the amount required to support a family?* According to the family budget prepared by the Heller Committee for Research in Social Economics of the University of California, last March a wage earner's family of four needed \$3,075.72 a year, or \$59.15 a week, in San Francisco, to maintain a standard of health, decency, and moral well-being. The amount might be slightly lower now, especially in parts of the country where the cost of living is less than average. But even if these factors are considered, it is clear that few workers are now earning enough to maintain such a standard of living.

In August, 1945, the average worker in manufacturing industry was making \$41.81. The higher paid workers, those in the durable goods industries, were making an average of \$45.89 at that time. But the workers in non-durable goods were making an average of only \$36.61. Reduction in the number of hours in the work week will reduce these amounts considerably.

The excellent prospects for an increase in productivity provide another reason for believing that many industries could increase wages considerably without raising prices.

## PREAMBLE

### To the Constitution of the United Nations Educational, Scientific and Cultural Organization

THE GOVERNMENTS OF THE STATES PARTIES TO THIS CONSTITUTION  
ON BEHALF OF THEIR PEOPLES  
DECLARE

**T**HAT since wars begin in the minds of men it is in the minds of men that the defenses of peace must be constructed;

**T**HAT ignorance of each other's ways and lives has been a common cause throughout the history of mankind of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war;

**T**HAT the great and terrible war which has now ended was a war made possible by the denial of the democratic principles of the dignity, equality and mutual respect of men and by the propagation in their place through ignorance and prejudice of the doctrine of the inequality of men and races;

**T**HAT the wide diffusion of culture and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfill in a spirit of mutual assistance and concern;

**T**HAT a peace based exclusively upon the political and economic arrangements of Governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.

**F**OR these reasons the States parties to this Constitution, believing in full and equal opportunities for education for all in the unrestricted pursuit of objective truth and in the free exchange of ideas and knowledge, are agreed and determined to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives;

**I**N consequence whereof they do hereby create the United Nations Educational, Scientific and Cultural Organization for the purpose of advancing through the educational and scientific and cultural relations of the peoples of the world the objectives of international peace and of the common welfare of mankind for which the United Nations Organization was established and which its Charter proclaims.